A STUDY OF STUDENT AND FACULTY PERCEPTIONS OF THE ACADEMIC
ADVISING NEEDS OF STUDENTS IN SIX TEACHERS'
COLLEGES IN BANGKOK, THAILAND

DISSERTATION

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By

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The purpose of this study was to determine and compare the academic advising needs of students as perceived by students and faculty advisors through faculty advising functions in the six teachers' colleges in Bangkok, Thailand. Fifteen faculty advising functions were included in a questionnaire validated by a panel of three judges. The questionnaires were distributed to students and faculty advisors in the six teachers' colleges by two selected research assistants.

A total of 180 faculty advisors and 540 junior and senior teacher training students at the six teachers' colleges in Bangkok, Thailand, were selected using stratified random sampling. The usable and complete questionnaires received included 109 from faculty advisors (60.56 per cent) and 350 from students (64.81 per cent).

The *t*-test, the Kendall's Coefficient of Concordance *W*, and the Spearman's Coefficient of Rank Correlation were employed to determine and compare the differences, the agreements, and the relationships of academic advising needs
of students as perceived by students and faculty advisors, respectively.

Analyses of the data revealed that students and faculty advisors in the six teachers' colleges in Bangkok, Thailand, perceived a mismatch between student advising needs now being fulfilled and student advising needs that should be fulfilled. Apparently, the academic advising programs in the teachers' colleges were not meeting the student needs. However, for student advising needs which should be fulfilled, both students and faculty advisors ranked personal, vocational and career, and academic areas very high. Overall, students and faculty seemed to agree on the advising needs which should be fulfilled.
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CHAPTER I

INTRODUCTION

For the majority of students who attend college, there exist at least three needs that deserve the utmost attention of the college teacher. First, students need to acquire a positive or realistic conception of their own abilities in the world of higher education and in the world at large. Second, students need to reach the point of being able to see the structure of and interrelationships between knowledge so that they may begin the process of forming judgments on their own. Third, students need to see the relevance of higher education to the quality of their own lives and to see those lives in relation to the new kinds of judgments they now make (12). In order to serve these student needs, a college or university should provide a wide range of activities and course offerings for its students. One of the most important of these activities is academic advising.

O'Banion (16) states that academic advising is one of the most important activities in a college. It is the prelude to instruction, and it occurs every term for every student. If academic advising is not carefully planned and adequately supported, unnecessary restrictions will be
placed on student development.

The major purpose of academic advising identified by O'Banion (16) is to help the students choose a program of study which will serve them in the development of their total potential. As such, academic advising is a central and important activity in the process of education.

Grites (9) also states that academic advising is a decision-making process during which students realize their maximum educational potential through communication and information exchange with an advisor. Advising is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences, and a referral agent.

Practices regarding academic advising, however, seem to be under question. The question of who should do advising is still open to debate. The usual approach has been to assign the responsibility to faculty members. Nevertheless, many colleges use professional counselors for the advising function (5, 17).

Faculty members have been and continue to be the primary leaders in academic advising systems. Carstensen (2) reports that seventy-nine percent of all advising programs are currently maintained by the faculty. According to Astin's longitudinal study of student development,
student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable, or, indeed, any other student or institutional characteristic. In terms of faculty advising, Dressel (8) states that if faculty members are to accept advising as an important function, they must have time to prepare for it, to do it, and be rewarded for it.

Whatever the pattern of advising selected, the question which might be asked in evaluating its effectiveness is, "What are the advising needs of students in a college or university?" This fundamental question must be addressed at the outset of any discussion of a possible advising system. Crockett (3) suggests that a survey of both advisors and students should be conducted to obtain data on the possible success and the possible failure of the present program and the perceived need for change. Such a survey could be done in any culture.

This study was undertaken to determine and compare the perceptions of academic advising needs of undergraduate students and their faculty advisors in the six teachers' colleges in Bangkok, Thailand. It provides data for possible improvement of the current academic advising programs. In other words, the results of this study could provide information for the modification of academic advising programs in these teachers' colleges. Furthermore,
a better training program for faculty advisors could result, and more appropriate academic advising programs could be developed from the findings of this study.

Statement of the Problem

The problem of this study concerns student and faculty perceptions of student academic advising needs in teachers' colleges in Thailand.

Purpose of the Study

The purpose of this study is to determine and compare the differences and agreements of academic advising needs of students as perceived by students and faculty advisors through faculty advising functions in the six teachers' colleges in Bangkok, Thailand.

Research Questions

The following research questions were formulated in order to provide the data necessary to achieve the purpose of the study.

1. What are the academic advising needs of undergraduate students as perceived by students and by their academic advisors?

2. Are there any relationships and agreements in need rankings perceived by students through the advising functions based on the following student demographic variables: sex, age, student classification, grade point average, and college where enrolled?
3. Are there any relationships and agreements in need rankings as perceived by faculty through the advising functions based on the following faculty demographic variables: sex, age, number of advisees, years of advising experience, and college where faculty advisors are teaching and advising?

4. What is the overall extent of congruence between student and faculty perceptions of the academic advising needs of students?

Definition of Terms

For the specific purpose of this study, the following terms are defined:

*Advising Functions* refer to the functions or responsibilities of faculty advisors in advising. These functions serve as "need indicators" in section two of the Academic Advising Need Questionnaire.

*Student Advising Needs* refer to the degree to which advising needs of students should be fulfilled as perceived by students and faculty advisors through the faculty advising functions.

*Need Rankings* refer to the mean scores of student advising needs which should be fulfilled as ranked by students and faculty advisors.

*Teachers' Colleges* refer to the institutions of higher education under direct administrative control of the
Department of Teacher Education, Ministry of Education, Thailand.

Limitation

This study is limited to academic advising needs as perceived by students and faculty through faculty advising functions in the six teachers' colleges in Bangkok, Thailand. Since the questionnaire used in this study was modified for Thai teachers' colleges and was collected by research assistants, the study is subject to those limitations of reliability and validity inherent in the design and administration of such an instrument.

Background and Significance of the Study

Academic advising seems to be increasing in importance in higher education. Faculty in most institutions of higher education are more and more being expected to assume the role of academic advisor. Now, when a student enters colleges, he is generally assigned to a department faculty member and told, "This professor will be your advisor" (10).

Dressel (7) also states that generally students are assigned to a professor in their major field of study; however, frequently the advisor must work with students who are undecided about a major. The assumption is that the faculty advisor is capable of guiding advisees toward their collegiate and vocational goals and graduation within the normal span of four academic years.
However, Crookston (4) argues that academic advising is concerned with more than just choosing courses or programs of study, advising is also concerned with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, problem solving, decision making, and evaluation skills. Accordingly, academic advising in higher education has become more complex, more difficult to perform, and more likely to be controversial.

Pearson (18) points out that the advisor handles academic advising and will listen when the student has a special problem, will help within the scope of his abilities, and will refer to special services when indicated. In this manner, the advisor is presented as interested, informed and objective--one who can help the student best utilize the advantages of the university and learn to deal with its unique demand in a personal way.

Apparently, academic advising is very significant to the undergraduate student. When the student enters a college or university, the student often does not know what to do, where to go, or how to study. After the student has been assigned to an advisor, the advisor is generally expected to clarify the advisor's role. Advisors should also consider university policy, necessary adjustments, special helping sources and services, and advising time.
Such information is considered vital for the beginning student.

Academic advising in many countries is considered to be the exclusive domain of faculty. In Thailand, academic advising is extremely important to all undergraduate students. The advising program is handled totally by faculty. When students enter the college, they are assigned to a faculty member. Nevertheless, these advising systems apparently do not meet the student needs. The problems of academic advising systems are revealed in the Report of the Academic Advising Systems in Teacher Training Institutions by the Cooperative Teacher Education Committee, National Education Council, Thailand (15). This report, as well as the research done by Janpanyasin (11), indicates problems in academic advising in all teacher training institutions and universities but does not focus on the teachers' college. The setting in which academic advising takes place is quite different for the teachers' colleges in Thailand as compared to the universities.

Faculty and students in universities often have different backgrounds from those in colleges. They also work and study under different conditions. University faculty and teachers' college faculty are promoted and evaluated in different ways. Therefore, motivation to work and advise may not be the same. University students are
prepared for a variety of professional careers, but teachers' college students are trained to be teachers. Thus, academic advising in teachers' colleges appears to be more narrowly focused but still of great importance. Faculty and student perceptions of the academic advising needs of students may be similar or may be different. Knowledge of these similarities or differences should contribute to improved academic advising programs in teachers' colleges.

In terms of the academic advising needs of students, the gap between theory and actual advising and the multi-dimensional nature of academic advising increase the difficulty of assessment. In the work of Kaufman and English (13) entitled Needs Assessment: Concept and Application, a general systems approach to the problem-solving process is presented. The most important step in that process is "identification of the problem." The basic tool for identifying the problem is "needs assessment." Kaufman and English define needs assessment as a fundamental process which determines the gaps between observed and desired results. The needs assessment process is designed to identify the gaps so that detailed requirements and possible methods and means may be identified and selected to close those gaps.
Kaufman and English propose that a useful concept for obtaining measurable needs is that of using "indicators." Indicators are references to a domain which represent the array of desired results. For the purpose of this study, the domain is academic advising and the need indicators include fifteen advising functions which are used in the questionnaire as desired outcomes of the student-faculty advising relationship.

In order to examine the academic advising process, further studies concerning student and faculty perceptions of academic advising needs have been recommended by several researchers. Simmons (19) recommends that later studies of academic advisement should focus on student perceived role expectations of advisors. Dautch (6) also recommends that a future study of academic advising should include a determination of what advising services students desire from their advisors. Grites (9) suggests that institutions should conduct a thorough assessment of their academic advising programs, including solicitation of faculty and student perceptions of the advising process. In addition, MacAleese (14) suggests that any subsequent study of academic advising include a more reliable index of the importance of the services the program provides.

Therefore, the attempt was made, in this study, to determine and compare faculty and student perceptions of the
academic advising needs of students in teachers' colleges. The results may assist in supporting, improving, and developing the current programs of academic advising in teachers' colleges in Thailand.

This study was conducted at the six teachers' colleges in Bangkok, Thailand by using the Academic Advising Needs Questionnaire (See Appendix C). The questionnaire was designed to collect demographic information and measure both student and faculty perceptions of the academic advising needs of students. To facilitate the collection of the data, permission to administer the questionnaire was requested from the presidents of the six teachers' colleges after approval was secured from the Department of Teacher Education, Ministry of Education. Two research assistants were selected and oriented by the researcher to administer the questionnaires to students and faculty. The follow-up letters, along with the copies of questionnaires and the reminder cards, were sent to the non-respondents in order to improve the percentage of the returned questionnaires. All returned questionnaires were examined for all possible errors and missing data. Then, all data were compiled for statistical computation using the Statistical Package for Social Science (SPSS) program at North Texas State University's Computing Center.
Summary

This study is composed of five chapters. In this first chapter, the problem and purposes along with background and significance of the study were introduced. Also, the conceptual framework and needs of the study were described. In Chapter II, a discussion of related literature concerning faculty academic advising functions, faculty and student perceptions of academic advising, and student academic advising needs is presented. Chapter III includes the research design, the population and sample of the study. It also includes the instrumentation, the data collection, and the statistical treatment. Chapter IV discusses the analyses of the data and the interpretation of the collected data; and Chapter V contains the summary, discussion, and conclusions of the study, along with recommendations for further research.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter contains a review of the literature related to student and faculty perceptions of the academic advising needs of students. The problem under investigation in this study is one which cuts across the boundaries of five areas. In the first section, faculty views of roles in academic advising are analyzed as a fundamental knowledge base for the study. The following two sections describe research studies concerning faculty and student perceptions of academic advising. In the fourth section, the descriptions of student academic advising needs are discussed. Finally, because this study was conducted in the six teachers' colleges in Thailand, a description of the academic advising of teachers' college students in Thailand is also presented. Therefore, the related literature attempts to briefly survey these areas as they relate to the questions under investigation.

Faculty Views of Roles in Academic Advising

During the past decade, the importance of student
advising in higher education has been increasingly impressed on the faculty. Colleges and universities have become aware of the student concern for improving the quantity and quality of faculty-student contact, not only within but also outside the classroom (39). The faculty advising system is one of the principal ways provided for accomplishing improvement in the faculty-student interaction. With retrenchment of faculty and retention of students as central issues in the 1980's, emphasis must be placed on the effectiveness of faculty-student programs. In terms of student-faculty interaction, the instructional faculty have been the primary providers of student academic services; seventy-nine percent of the advising programs currently use this mode (12). Consequently, many efforts have been undertaken to maximize the relationship between faculty and students.

The assumptions of academic advising vary from one institution to another, and quite often there is not much agreement within institutions themselves as to the scope of advising services. Kramer and Gardner (35) state that academic advising refers to specific academic matters and career choices. However, they suggest that the advising function is related to counseling or assisting students in dealing with emotional or psychological problems. In terms of occupational matters, career counseling using
psychological procedures and career planning relating the outcomes of the evaluation of career counseling are also associated with advising functions. According to Kramer and Gardner, counseling students to deal with emotional problems in addition to career counseling is integral to the total advising process but should be the responsibility of professional counselors, not faculty advisors. Faculty advisors should only be expected to advise students on academic matters.

Bostaph and Moore (7), however, point out that the role of the faculty advisor is to perform several specific functions designed to assist each student in gaining the maximum from the college experience. Seldin (43) also states that the faculty advisors are given responsibility for overseeing the credits taken per semester as well as the fulfillment of the requirements. In addition, the meeting of course and major requirements for graduation is the advisor's duty.

In a study of faculty goals and student needs for academic advising, Brady (8) found that faculty goal priorities centered around achieving good communication with advisees, along with having appropriate referral resources for students and helping students set goals. The results of this study also showed that maintaining a general advising level rather than addressing specific problems and having
sufficient time to fulfill their advising duties were faculty goal priorities. However, faculty advisors did not wish to advise in vocational areas.

Dressel (21) proposes that the faculty advisor must be able to read and interpret the graduation requirements of the institution, the college, and the department. Furthermore, the faculty advisor should know what course will meet requirements where no specific course is demanded and make judgments concerning the appropriate course to fulfill each of advisee's particular needs. Dressel also suggests that having an accurate record of each advisee's academic accomplishment and accurate information concerning a multitude of technicalities on such matters as transfer work, changes in requirements, and registration procedures should be the faculty advisor responsibilities.

In contrast to the narrow range of service as mentioned previously by several educators, O'Banion (41) suggests a broader view. He believes that faculty academic advising includes the exploration of life goals and vocational goals. Moreover, program choice, course choice, and class scheduling of students are components of academic advising by faculty advisors.

In other broader views, these five functions are synthesized by Hardee (29) and reaffirmed by other educators. In the first point of view, Hardee (29), along
with Allen (1) and Brown (9), indicate that the advisor should assist the student in finding a program of study consistent with the student's interests and needs. In the second function, the advisor should provide the student with adequate information on courses being offered, regulations, and administrative procedures to assist students with class scheduling (9, 20, 24). In advising sessions, Hardee (29), Robertson (42), and Yelaja (53) suggest that the advisor should assist the student with academic concerns related to test-taking skills, study skills, motivation to study, and reading comprehension. The third function concerns a student developmental process. The advisor should assist the student with such personal problems as college adjustment and self-understanding (30, 42, 53). Finally, the advisor should provide the opportunity and encouragement for each student to develop long-term professional strategies by exploring occupational and graduate school alternatives (25). However, Hardee (29) points out that the faculty advisor should have a comprehensive understanding of the prevailing climate of learning on campus. The role of advisor must not be restricted to the formal curriculum but should include all systems which support the academic process.

Furthermore, the academic advisor, according to Crockett (15), serves as the coordinator of a student's
educational experience. The advising program should help students achieve maximum educational benefits. In terms of educational advising, the advisor should help students meet the educational requirements of academic programs by providing accurate information about these requirements. It is apparent that assisting students to understand the nature and purpose of higher education as well as helping students plan their educational programs are crucial roles of the academic advisor. In addition, the advisor should help students continually monitor their educational progress and integrate the many resources of the institution to meet their educational needs.

In summary, views of the roles or functions of academic advisors may differ. Some primarily focus on academic matters and career opportunities while others also place emphasis on personal and psychological problems of students. In conclusion, the roles of faculty advisors in colleges or universities should primarily involve helping the student to choose a major or an occupation and then developing the person to achieve a self-fulfilling life goal.

Faculty Perceptions of Academic Advising

Faculty perceptions of academic advising have been reported in a number of studies. At the University of Denver, Austin (2) conducted a study concerning faculty perceptions of student academic advising and factors which
influence those perceptions. The findings of this study indicated that undergraduate advisors perceived advising as more role relevant and slightly more clerical. Also, they perceived themselves as having a high interest level in advising. As a matter of fact, self-perception of interest in advising was found to have the greatest impact on faculty perceptions of the factors which influence advising. Faculty with a high interest level perceived advising as highly role relevant and as more multi-purpose in nature. In terms of self-perception in academic advising, these faculty were secure in their knowledge of institutional resources and were more likely to utilize personal information about the advisees in the advising process. Moreover, they demonstrated a greater willingness to improve their advising performance and believed in their possession of adequate advising skills. However, they were less likely to engage in advising avoidance behaviors, and they rejected the perception of advising as a clerical function.

Simmons (44) studied the perceived need satisfaction among selected faculty advisors at Florida State University. The results showed that although faculty advisors received a low degree of need fulfillment and satisfaction from their roles in advisement programs, they were most fulfilled through feelings of being able to use their own unique capabilities and through realizing their potentialities in
the advisement programs. They expressed concerns not only for interpersonal relationships with the advisees and the lack of student-advisor meetings, but also for student career goals. In terms of administrative policies of the university related to advising, they expressed concerns for the lack of recognition and reward for good performance in advisement programs as well as the work-load of advisors.

A study concerning role expectations of academic advisors was conducted by Biggs, Brodie, and Barnhart (4) at the University of Minnesota. The findings indicated that the advisors viewed themselves as appropriate persons to whom students should bring concerns about interpersonal relationships, classes, educational and vocational goals, and special learning opportunities. They also viewed themselves as appropriate persons to provide students with information about university organizational processes and academic requirements. Furthermore, they considered themselves as appropriate persons who should write letters of recommendation for students. Finally, most advisors viewed themselves as appropriate sources of help in academic and vocational guidance areas rather than in personal or social ones.

In a study of faculty perceptions of academic advising at Virginia Commonwealth University, Borgard, Hornbuckle, and Mahoney (5) came to three conclusions. First, faculty
were concerned with their ability or obligation to aid the student in exploring life and career goals and selecting some courses to fulfill those goals. Second, the individual differences among faculty members included their perceptions of role security as well as individual facility in interpersonal interaction. Third, faculty had a need to understand to what degree performance in advising is related to professional review for salary, tenure, and promotion.

Mahoney, Borgard, and Hornbuckle (38) later found in a study of the relationship of faculty experience and advisee load to perception of academic advising that academic advising experience or years of service was correlated with the perception of advising as contributing to professional advancement and role security. In terms of faculty experience and advisee load, long-service faculty tended to see the role of advisor as being more prominent than did the less experienced faculty. Faculty with no advising duties tended to view advising as contributing to professional advancement, while faculty with small advising loads (four to fourteen advisees) tended to see advising as retarding their professional advancement. Large advising loads did not appear to have any effect on perception of advancement. However, there were no significant interactions between faculty experience and advisee loads. These researchers concluded that a faculty member's perception of advising
might reasonably be expected to be related to his experience in the advising process.

Duncan (22) analyzed the faculty advising system at Oregon State University. In terms of faculty perceptions, the results show that most faculty advisors perceived their full-time employment as the most important criteria used for selecting advisors. Most of them had a block of time reserved for consulting with students, and confirmed that students were required to consult with advisors once each term before registration. They did not make themselves available to advisees for informal contacts.

Several studies involving faculty and student perceptions of faculty advising effectiveness have been conducted in different aspects. Griffith (26) compared the differences between faculty and student perceptions of advising effectiveness within and between academic departments at California State University, Sacramento. The three major conclusions were as follows. First, student and faculty perceptions at the departmental level were significantly different; second, while student perceptions varied by departments, faculty perceptions were relatively constant across disciplines; and third, there were no differences in student perceptions across class levels, or in faculty perceptions across academic ranks.
Stickle (46) studied the same topic as Griffith at Western Kentucky University. He compared the effectiveness between faculty perceptions and student perceptions of academic advising. The results showed significant differences between faculty and student responses in four areas of advising. The first area concerned faculty assisting students with exploring occupational and professional plans. Second, the discussion of the program of general education was perceived in different ways. Furthermore, faculty and students differed in their perceptions of faculty assistance with exploring academic problems. Finally, this study revealed that both groups had different view of discussions of occupational and professional plans. In terms of faculty advising effectiveness, faculty perceived themselves as far more effective in their advising roles than did students (34, 46).

In a survey of faculty academic advising programs done by Kramer, Arrington, and Chynoweth (34), the findings indicated that faculty and students perceived the roles of faculty advisors differently. Most faculty felt that advising was low priority to other duties and that it used them as clerks. They felt that secretaries could dispense advising information more effectively than they could. However, faculty were retained in the advising system but
with a redefined role--assisting students in academic and career planning. They perceived that they provided much more beneficial advisement than students felt they were receiving.

It is obvious that faculty perceive themselves in several ways. Most faculty view academic advising as their responsibility. They perceive themselves as the appropriate persons for helping students fulfill their academic goals. Furthermore, some perceive that they should assist students in academic matters and other areas as well. These other areas include life and career planning and social and personal problems. However, they feel that their roles should be clearly redefined because they have a heavy load and a few blocks of time to do their advising duties. Above all, they are concerned about the degree of performance in advising as related to professional review for their salaries, tenure, and promotion. It should be noted that faculty perceptions of academic advising are very significant for the student development program of the college or university. In addition, their roles and responsibilities should contribute to student collegiate and career goals and to faculty development.
Student Perceptions of Academic Advising

Student perceptions of academic advising seem, generally, to be somewhat different from those of faculty. Both groups seem to have substantial disagreement about the duties and responsibilities of advisors (16). The differences between faculty and student perceptions have been found in several studies. In a study of student, faculty, and administrator perceptions of academic advising, Kramer, Arrington, and Chynoweth (34) found that students perceive a vast difference between what faculty advising should do and what it is. However, faculty were perceived as an integral part of the advising process. Students who reported frequent contact with faculty advisors enjoyed meeting with them and rated their performance high.

A study of student perceptions and self-perceptions of faculty members in the related roles of classroom teacher and academic advisor was done by Grites (27) at the University of Maryland. The results indicated that students perceived faculty members differently than faculty members perceived themselves in the roles of classroom teacher and academic advisor and that students desired a warm, friendly, personal relationship with their advisors. Four significant findings of this study were revealed. First, a positive relationship was observed between faculty members' self-perceptions as teachers and as advisors. Second, a
negative relationship was observed between student perceptions of teachers and the student's expected grade in the course. Third, a positive relationship was observed between student perceptions of advisors and advisors' knowledge of campus academic rules and regulations, the number of advising sessions and the length of advising sessions. Finally, student perceptions of advisors were affected by students' contacts with faculty outside the advisory situation or by the desire for such contacts.

In a study of perceptions of students concerning academic advising at Michigan State University, Chathaparampil (13) found that students perceived a general lack of commitment on the part of teaching faculty to the advisement of undergraduate students. Student responses indicated that faculty members did not seem to have either the time or enthusiasm for academic advising. Although, an academic advisor should be a well-rounded individual, Chathaparampil concluded that a minimum requirement for advisors should be at least a favorable attitude toward helping students either directly or indirectly.

Liston (37), in a study of differences in perception of the college advisory program between students and faculty advisors at North Texas State University, also found that students felt that their advisors were too heavily loaded with advisees and teaching responsibilities. Rapport
between students and advisors was reported as inadequate. Furthermore, students also believed that advisors needed more specialized training and should be selected for their interest in students.

Bostaph (6) conducted a study of student attitudes toward three different academic advising systems used in three different undergraduate schools at the University of Pittsburgh. The five advising functions established in the review of the literature and used in his study were identified. The first function concerned providing accurate information to students. Providing short-range and long-range program planning were classified as the second and third functions. The fourth function involved in helping students to understand the purposes of the institution. Facilitating student development was categorized as the last function. However, the three advising systems were not compared but were described in terms of student perceptions of their efficacy within the schools where the particular advising system functions. Although the results suggested that the students in this study perceived their overall advising experiences negatively regardless of the advising method to which they were exposed, some advising functions fared better than others. For example, short-range program planning was rated as relatively positive by more than half of the students in
each advising system. Providing students with accurate information, however, was rated as relatively positive by only half of students.

Frink (23) studied student perceptions of the effectiveness of a centralized undergraduate advising system at the college level using the primary five functions of advisors as identified by Bostaph. Student age, sex, and frequency of contacts with advisors were found to be significant variables. The results indicated that the age group from 20 to 39 years showed more agreement with the primary five functions of academic advising than did those in the age group from 40 to 59 years and over. Furthermore, females in the age group from 20 to 39 years showed the highest frequency of contact with advisors. All four age groups showed the most favorable perceptions toward a centralized undergraduate advising system at the college level.

In a study of student satisfaction and perception of the academic advisement programs in six colleges of Oklahoma State University, Cunningham (19) found that students in the different colleges perceived their academic advising programs differently. The students in the College of Education, the College of Business, and the College of Agriculture reported higher satisfaction on the unique functions that were characteristic of their respective
academic advisement programs than did the students in the College of Arts and Science, the College of Home Economics, and the College of Engineering. In addition, the results of this study indicated that advisors should be warm, personable people who are willing to help their advisees overcome any problem that may be hindering their educational aspirations. In other words, the advisors should have a good relationship with their advisees.

Considering the relationship between students and advisors, Hornbuckle, Mahoney, and Borgard (32) concluded that while faculty were concerned with student progress and development, students themselves focused on the importance of developing an interpersonal relationship with their advisors. They found that students felt that their advisors made good impressions on them, that they could have a casual discussion with their advisors, that their advisors were interested in their career development, and that their advisors spent time with them talking about matters other than scheduling classes. In addition, students were unaware of the technical functions of faculty advising such as consulting on career plan, helping with problems involving academic regulations, scheduling classes, and assisting with information regarding academic programs. However, they viewed the advisor as their personal link with the university. This study demonstrated an obvious difference
in student and faculty perceptions of what was important in the advising process.

Hardy (31), however, found that the functional relationship between faculty and students was the most important factor affecting advisement satisfaction. Students in this study perceived academic advisement as most significant. Vocational advisement and personal advisement were less important than academic advisement.

According to the research studies mentioned previously, student perceptions of academic advising appear to be vastly different from faculty perceptions. In some studies, students perceived that academic advising and career planning were very significant. They also reported a need for a good relationship with their advisors. Students in other studies also reported that advisors did not have time or enthusiasm for academic advising. The students also believed that faculty advisors should be well-rounded and well-trained individuals in their academic advising fields. In addition, the students viewed the advisor as their personal link with the university. They also felt that the advisor was an integral part of the advising process and rated their advisor high in this respect. It should be noted that both faculty and students in these studies perceived academic advising from different viewpoints, but both felt that academic advising was a crucial part of the student development process.
Student Academic Advising Needs

Student needs have been studied by a number of researchers. A survey of student needs and student personnel services was conducted by Carney and Barak (11) at Ohio State University. The purpose of this study was to determine student needs, usage of, and satisfaction with student services. University seniors were surveyed regarding the frequency of their expressed needs, the frequency with which they used available student services, and their satisfaction with these services. When comparing this study with a national survey, Carney and Barak found that academic advising was most frequently used by students both nationally and at Ohio State University (95%). Accordingly, among the various student personnel services, academic advising was a priority need of college students.

However, Baer and Carr (3) point out that the major goals of today's college students include achieving academic success and making an appropriate career choice. It follows then that students will tend to seek the institution that seems to provide the best opportunity for them to excel academically. The growing diversity of the student population makes it increasingly complicated for an academic institution to respond to all student needs.

According to the U.S. Department of Health, Education, and Welfare (47), the characteristics of new students
attending colleges or universities have dramatically
changed. Important characteristics include age, family
background, high school grades, and occupational intention.
Cross (18) states that the new students on campus may
require a variety of services in order to develop basic
skills. Students also desire an opportunity to discover and
develop their career potential. A study by the American
Council on Education notes that seventy-seven percent of
entering college students indicate that getting a better job
is a very important reason for them to go to college.
Furthermore, forty-six percent of all students report that
they would drop out of college if they knew that staying in
college would not help their chances for getting a job (36).
To support this fact, Vener and Krupka (48) point out that
academic advising and career counseling should be better at
serving the needs of these new students.

With respect to the relationship between academic
advising and career planning, Kramer, Arrington, and
Chynoweth (34) provide some evidence in their study that
students' needs are not met. They also indicate that
students are frustrated in their attempts to obtain academic
and career planning services.

Wilder (51) points out that students have a tendency to
solicit career-related consultation from their academic
advisors. While students perceive the importance of and the
interrelationships between academic and career planning, few understand the relationship between the academic discipline and careers. Therefore, Kramer, Arrington, and Chynoweth suggest that maximum effort should be made to find ways in the academic advising program to blend academic information with career information and planning. Academic advisement and career advisement should not be considered as separate entities but as integral parts of the planning process. In terms of academic advising needs, students perceive the needs for academic advising initially or during the freshmen year and usually toward the end of their academic experience or during the senior year. Furthermore, students certainly want and need knowledgeable advisors who are both available and interested in them. Accurate, accessible information is essential to the student academic process and satisfaction with the advisement process.

In an assessment of the personal, career, and academic needs of undergraduate students, Weissberg and others (50) found that, in the academic area, a majority of students expressed a need for improving basic skills in reading, writing, and math, and for learning how to study effectively. This finding is consistent with a recent trend that has school systems and colleges throughout the country placing an increasing emphasis on developing and evaluating competencies in the basic academic skills.
In a review of the history of higher education, Cross (17) concludes that students now entering colleges have consistent difficulty in performing traditional academic tasks throughout their academic experience. Because students are clearly aware of their needs in this area, it seems likely that colleges will be looked to more and more to provide remedial coursework and learning skills assistance in these basic areas.

While the academic area has been the traditional role and major function of academic advisors, advisors could serve students' needs much more effectively if they broadened their traditional roles and served more as guides and resource persons for the students' total educational experience. These changes would make advising more relevant and more effective in helping students satisfy their expressed needs (49).

In a study of the academic advising needs of undergraduate elementary education majors of the University of Arizona conducted by Chroroszy (14), the findings indicated that the academic advising needs which were specific to elementary education majors were contained within the functions of providing accurate information and long-range program planning. The unique advising needs of elementary education majors were categorized in five areas. The first two advising needs involved helping students to
determine their suitability to the profession and facilitate professional development. The third need placed emphasis on making decisions concerning program options. The last two unique advising needs focused on developing interpersonal skills and developing communicative competence. Advising needs which were being met were those related to planning. Advising needs which were not being met were those related to determining suitability to the profession and facilitating professional development.

Student academic advising needs have also been studied by Brady (8) at the University of Massachusetts. She found that there were differences between faculty goals and student needs. Faculty goal priorities emphasized achieving good communication with advisees, having appropriate referral resources, and helping students set goals. In addition, faculty goal priorities also concerned maintaining a general advising level rather than addressing specific problems, having adequate physical facilities, and having sufficient time to fulfill their advising duties. Faculty advisors did not wish to advise in vocational areas. In contrast, student need priorities focused on the provision and explanation of accurate information, help in achieving (as opposed to setting) their goals, access to varied resources and referrals, and a desire for direct, clear, informal, open-minded, individualized and trusting
communications with their advisor. They did not report a need for a close, highly personal or counseling relationship with their advisor; but they were interested in support in handling their problems with the university system. Significant differences in responses were found based upon sex and student classification. Females consistently rated needs higher than did males. Juniors expressed less need for advisement than sophomores and freshmen.

Smith (45) conducted a study concerning the perceived advising needs of junior and senior level college students within six selected departments at Eastern Michigan University. The results showed that all six majors had definite needs related to academic advising. Only history, social studies, and music majors perceived advising needs that were significantly different from the needs of the total sample.

In a study of the counseling and advising program of a small university, Hardcastle (28) compared student perceptions of academic advising needs based on the following demographic variables: sex, school or college where enrolled, student classification, grade point average, and academic advising background from high school. The findings of this study indicated that student expressed needs for academic advising were not differentiated by any of the demographic variables identified.
In a study of student and faculty perceptions of student academic advising needs conducted by Burke (10), the students indicated some degree of need in fifteen advising areas. The five highest ranked items were cited. The most highly ranked student need concerned informing students of employment opportunities in their interested field of study. The second- and third-ranked concerned assisting students with career and vocational planning and providing students with academic advice as well as suggestions for scholastic improvement respectively. The last two ranked needs concerned explaining university academic regulations along with requirements to students and assisting students in selecting a major. In addition, Burke found that the overall results revealed a significant correlation between student and faculty perceptions of student academic advising needs; however, significant differences were evident when comparing the rank order of need score between students and faculty within the schools and colleges where advising was actually provided.

Obviously, the academic advising needs of students are a crucial part of the student development process. Student needs include both academic matters and vocational planning. In academic matters and vocational planning, students express the need for improving their basic skills and learning how to study effectively along with how to choose a
major. They need knowledgeable advisors who are both available and interested in them. Accurate and accessible information from the advisors is necessary. It should be noted that student needs seem to be broad. Accordingly, faculty advisors should serve more as resource persons for the students' total educational experience.

Academic Advising of College Students in Thailand

Few research studies involving academic advising have been conducted in Thailand. However, Janpanyasin (33) studied the perceptions of students and academic advisors regarding the functions of academic advisors at Srinakharinwirot University, Prasarnmitr, Bangkok, Thailand. The study did not reveal any significant differences between the perceptions of students and those of academic advisors regarding actual and desired academic advisor activities. However, this study indicated that academic advisors were not meeting the expectations of students with their current activities. Students expressed the need for better educational counseling while academic advisors indicated that they should render more assistance to students in educational matters and be more devoted to the task of academic advisement.

In a study of the roles of the academic advisors of a Northeastern teachers' college in Thailand, Wiwitkul (52)
found that, in terms of advisor characteristics, both students and faculty preferred advisors who had good personalities and good human relations, were responsible, and had experience. In academic advisor roles, they felt that academic advisors should help students in academic areas, student development, and moral development. Wiwitkul also reported that for academic advising problems, faculty advisors did not teach their advisees in any subject areas; consequently, the faculty advisors were unfamiliar with their advisees. Furthermore, advisor training programs and advising seminars had not been provided for faculty.

The report by the National Education Council in 1979 (40) in Thailand indicated that the major problems of academic advising in teachers' colleges included six areas. The first three areas concerned the comprehensive academic advising systems currently used in teachers' colleges, the lack of a systematic advising process, and the administration of the academic advising program. The other three involved the lack of well-qualified academic advisors, a lack of motivation to work as advisors, and faculty evaluation in academic advising functions. According to this report, it is obvious that the problems of academic advising still remain. Furthermore, the functions of academic advisors and the academic advising program apparently do not meet student needs.
In addition, no conclusion about the academic advising needs of students in teachers' colleges has been made, and no results of academic advising have been revealed for teachers' colleges in Thailand. Apparently, little research concerning student and faculty perceptions of academic advising needs of students has been conducted in teachers' colleges. Thus, academic advising programs which have been established in teachers' colleges in Thailand have rather meager research bases.

Summary

Academic advising programs, like any other institutional programs, have been and continue to be very significant matters to all undergraduate students. Most colleges and universities place the responsibility for the academic advising function on instructional faculty. While academic advising programs vary from one institution to another, faculty advising roles and functions center around specific academic matters and career choices. However, some authorities and educators propose that the responsibilities of academic advisors should include exploration of life goals and personal problems.

Several research studies concerning faculty and student perceptions of academic advising have been conducted; the results show the differences in perception between these two groups. While faculty view themselves as needing to help
their students in academic and vocational areas, they do not have much time for advising duties. Students perceive that they also need help in setting their life-goals and solving psychological problems and that they need a good relationship with their advisors. Furthermore, students express the need for well-rounded and well-trained academic advisors who are available and interested in their problems.

Few research studies concerning the perceptions of academic advising needs of students have been conducted in Thailand. The academic advising programs which have been established in teachers' colleges, therefore, are not based on research. Thus, this study was conducted to determine and compare the perceptions of faculty and students concerning academic advising needs of teachers' college students in order to assist, improve, and develop the current programs of academic advising in teachers' colleges in Thailand by providing additional research data.
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CHAPTER III

METHODS AND PROCEDURES

Introduction

This chapter presents the procedures and methodology used in this study. It contains descriptions of the population, sample, instrumentation, procedures for collection of the data, and statistical treatment of the data.

Population and Sample of the Study

Since this study investigated student and faculty perceptions of the academic advising needs of teacher training students, the six teachers' colleges in Bangkok, Thailand, were selected as the population for the study. According to the Teacher Education Department Charter and Teachers' College Act (4), the Department of Teacher Education, Ministry of Education, operates thirty-six teachers' colleges all over the country (3). Six of these colleges are located in Bangkok, the capital of Thailand.

Because Bangkok is the biggest city, the six teachers' colleges are located in different areas. The two teachers' colleges situated in the northern part of Bangkok are
Pranakorn Teachers' College and Chankasem Teachers' College. The two in the central part of Bangkok are Suan Sunandha Teachers' College and Suan Dusit Teachers' College. The last two, located in the southern part of Bangkok, are Dhonburi Teachers' College and Ban Somdej Chao Phya Teachers' College. The geographic location of these six teachers' colleges provides a wide range of subjects for the study.

Although exact figures are not available, it appears that a significant percentage of students who attend colleges in Bangkok come from all parts of the country. There are several reasons for a concentrated number of students in Bangkok. For some who come to Bangkok, it may be a desire for prestige or for an opportunity to study at well-organized and well-equipped schools (1). For some, it may be because of a greater possibility to obtain a classroom seat. Still, for a few other students, the reason for attending a school in the capital city stems from economic necessity. In Bangkok, they can work and also attend college. Therefore, the six teachers' colleges located in Bangkok appear to be logical choices because the students come from all parts of the country and represent all geographical areas in Thailand.

The faculty members in all six teachers' colleges have various educational backgrounds and advising experiences.
Some have had experience in teaching and advising from teachers' colleges outside Bangkok for several years, and some started teaching and advising in teachers' colleges in Bangkok. It is apparent that such a variety of experiences provides breadth for the study. The reason for selecting junior and senior students for the study is that these students have participated in academic advising since they were freshmen and sophomores. They have selected major and minor fields of study and, therefore, have some knowledge of career and vocational planning. In other words, the junior and senior students have had academic advising experiences and have formed occupational goals.

Fifteen per cent of the faculty members and students were drawn as the sample for this study. A total of 180 faculty members and 540 junior and senior teacher training students at six teachers' colleges were randomly selected by choosing names from a box into which names from lists of faculty and students had been placed. Stratified sampling was followed to draw 30 faculty members and 90 junior and senior teacher training students from each college. Each sample corresponded to the male-female ratio of that college.

Instrument

The instrument used in this study was the Academic Advising Needs Questionnaire (see Appendix C) developed by
Burke (2). This questionnaire is divided into three sections. The first section is designed to collect demographic information from respondents. This section is different for students and faculty. The second section measures the extent to which faculty and students perceive that certain advising functions (a) should be fulfilled, and (b) are being now fulfilled through the academic advising system in the six teachers' colleges in Bangkok, Thailand. The third section is optional and open-ended, allowing respondents to make additional comments concerning the academic advising program.

Section One: Demographic Information

This section of the instrument was modified to gather the demographic information about Thai students and faculty separately. Section one of the student questionnaire collected sex, age, grade point average, student classification, and the name of the college where the student was enrolled. Section one of the faculty questionnaire collected sex, age, number of advisees assigned, years of advising experience, and the name of the college where the faculty was teaching and advising.

The demographic variables selected in section one of both student and faculty questionnaires were based on previous research findings which indicated that those variables used in similar studies had seemed to
differentiate responses to questionnaire items. In a study of perceived need satisfaction of faculty advisors, Simmons (8) found that age, sex, academic areas, educational level, field of specialization, and number of advisees significantly differentiated faculty responses, but no differences were found based on academic rank, years of advising experience, and the employment status of advisors.

Additionally, the demographic variables selected in this study were based upon the studies by Hardcastle, and Burke. Hardcastle (5) found that the expressed needs of students for academic advising were not differentiated by sex, school or college where enrolled, student classification, grade point average, place of residence, or academic background of family. Burke (2) also found that student and faculty perceptions of academic advising needs were not significantly differentiated according to demographic variables with the exception of student age.

Work (10) also investigated the relationship of selected intellectual and non-intellectual factors for the expressed purpose of identifying discriminant predictor variables which might be useful in establishing an academic advising model. Although no significant differences were exhibited when the dependent variables of gender and major field were analyzed, intellectual variables (GPA and test scores) were found to be the greater discriminators of academic success.
Obviously, these variables are very crucial to faculty and student demographic information concerning academic advising. These demographic variables may or may not differentiate between overall student and faculty perceptions of academic advising needs, but still could be useful to this study.

Section Two: Advising Functions

Section two of the questionnaire was used for both faculty members and students. This section is composed of fifteen items concerning academic advising functions. The Likert Scale was used to determine the level or extent of fulfillment of both real and ideal academic advising functions, as follows:

0—Not at all
1—To a very little extent
2—To some extent
3—To a great extent

According to Burke (2), the advising functions included in section two of the Academic Advising Needs Questionnaire are based on the broad scope of advising services. An initial list of approximately fifty advising functions was compiled from which thirty-eight questionnaire items were developed for the study. Following a critical review of the thirty-eight questionnaire items by the Florida State University Statistical Consulting Center and a supervisory
committee, it was determined that duplication of advising functions described in these items required further reduction in the number of statements needed to comprehensively describe the scope of advising functions. The fifteen advising functions in section two of the student and faculty versions of the Academic Advising Needs Questionnaire were the final result of this process of developing a minimum number of statements which would include the scope of advising functions. Burke (2) also categorized these fifteen advising functions in four areas: academic, vocational and career, personal, and administrative (see Appendix D).

The content validity was established by submitting the instrument to a group of three Thai faculty who are doctoral students in the College of Education at North Texas State University. These three students were experienced academic advisors and faculty members in the teachers' colleges in Thailand. Before they came to North Texas State University, they taught in different teachers' colleges in Thailand and had taught different subjects. One taught Physical and Health Education in a teacher's college in Bangkok for fifteen years and worked as an undergraduate student advisor for ten years. The second taught Educational Foundations in a teacher's college in the northeastern region of Thailand for ten years and also worked as an undergraduate student advisor.
advisor for seven years. The third taught English in a teacher's college in the western region of Thailand for ten years and also worked as an undergraduate student advisor for seven years.

To verify the content validity of the questionnaire, the panel served as judges and considered each questionnaire item using their academic advising experiences. If the content of an item was not relevant or was inappropriate for the academic advising system in Thai teachers' colleges, the judges recommended a modification of the item and content in line with advising functions which would be appropriate for Thai teachers' colleges. With input from the panel, six of fifteen items were modified. All modification or new items suggested by the judges were then resubmitted for validation. Then, the questionnaire was translated into the Thai language. The judges then were asked to examine the fifteen academic advising functions in the Thai version for appropriate translation. If at least two of the three judges determined that the translation was not appropriate, that item was modified and resubmitted to the judges.

Section Three: Optional and Open-ended Items

This section was developed for both students and faculty to make additional comments about the academic advising program in teachers' colleges in Thailand. It provided optional and open-ended items for the respondents
and was divided into four parts: purposes of academic
advising, procedures of academic advising programs,
functions of academic advisors, and other comments
concerning academic advising. Furthermore, the functions of
advisors were divided into five categories: academic,
vocational and career, personal, administrative, and
additional functions.

Procedure for Collection of the Data

In order to facilitate the collection of the data,
permission to administer the questionnaire was requested
from the presidents of the six teachers' colleges after
approval was secured from the Department of Teacher
Education, Ministry of Education in Thailand. The cover
letter (see Appendix E) to the president of each teacher's
college included the purposes of the study and requested
assistance in securing the completion of the questionnaire.

Two research assistants were selected from the faculty
members in teachers' colleges in Bangkok. These two
research assistants currently teach, advise, and have
experience in educational research. To understand the
procedure for data collection, however, they also received
orientation through written instructions by the researcher.
Each research assistant distributed the questionnaires to
faculty members and to junior and senior teacher training
students in three teachers' colleges. After six weeks, the
research assistants sent a follow-up letter along with another copy of the questionnaire to non-respondents. A second follow-up was made by the research assistants by using a reminder card in order to increase the returns to sixty percent. After four weeks, the number of usable and complete questionnaires received were 109 of 180 from faculty (60.56 per cent), and 350 of 540 from students (64.81 per cent). The questionnaires were then forwarded to the researcher for data analyses.

Statistical Treatment of the Data

The data obtained from the survey instrument were compiled for statistical computation. After frequency distributions for responses to the fifteen questionnaire items were tabulated for both samples, all data were entered directly on the computer keypunch worksheets. Then, the data in the keypunch worksheets were prepared using the Statistical Package for Social Science (SPSS) program (9) at North Texas State University's Computing Center. Finally, the data were reported and analyzed in sections according to the research questions used in the study.

The research questions were treated by using the $t$-test (6) and nonparametric statistics identified by Siegel (7). For research question one, which involved the academic advising needs of undergraduate students as perceived by students and by their academic advisors, mean scores were
obtained for both categories of responses, should be fulfilled and are now being fulfilled, for each of the fifteen questionnaire items from the faculty and students. The t-test was applied to each questionnaire item for students and faculty to determine whether the differences between mean scores were significant. The mean scores of student and faculty responses to the should be fulfilled category were put into rank order to demonstrate the perceived needs of the advising functions identified in the study.

For research questions two and three, which stated that the relationships in need rankings as perceived by students and faculty should occur based on certain demographic variables, the Spearman's Coefficient of Rank Correlation was used to determine the significant relationship in need rankings between the groups of demographic variable categories for both students and faculty. Furthermore, the Kendall's Coefficient of Concordance W was employed to determine the level of agreement in need rankings within the group of demographic variables where three or more groups appeared.

In addition, the Spearman's Coefficient of Rank Correlation was used to compare the significant relationship between student and faculty perceptions of student's academic advising needs. This calculation was undertaken in
conjunction with research question four, which concerned the overall extent of congruence between student and faculty perceptions of the academic advising needs of students. For the optional and open-ended section, student and faculty comments were categorized and analyzed according to the responses.

Summary

This study was conducted at six teachers' colleges in Bangkok, Thailand. For the total of 540 randomly selected students and 180 randomly selected faculty members who responded to a survey instrument, 350 (64.81 per cent) and 109 (60.56 per cent) questionnaires from students and faculty respectively were completed and used in the final analyses of the data. A description of the sample population and the survey instrument, as well as procedure for collecting and treating the data were presented in this chapter. The t-test, the Spearman's Coefficient of Rank Correlation, and the Kendall's Coefficient of Concordance W were the statistical methods used in the study in accordance with the research questions. Analyses of the data are presented in Chapter IV.


CHAPTER IV

ANALYSES AND INTERPRETATIONS OF THE DATA

Introduction

This chapter presents the analyses and interpretations of the collected data. The Academic Advising Needs Questionnaires were distributed to 180 faculty advisors and 540 junior and senior teacher training students in the six teachers' colleges in Thailand. Usable and complete questionnaires were received from 109 faculty (60.56 per cent) and from 350 students (64.81 per cent). The questionnaires were analyzed using the Statistical Package for Social Science (SPSS) program in accordance with the research questions.

Analyses of the Data

The data obtained from the survey instrument were analyzed and organized within three sections in this chapter. The first section contains the distribution of the demographic variables. The second section contains the analyses of the fifteen academic advising functions perceived by students and faculty advisors. The third section presents the optional and open-ended items. These
items are categorized and analyzed for discussion. A summary of the data analyses resulting from the statistical treatment is included following the presentation of the findings.

Demographic Information of Students and Faculty

The demographic data on student respondents are presented in Table I. The data in Table I show the number and percentage of 350 student respondents from the six teachers' colleges in Bangkok, Thailand. These data were classified by sex, age, grade point average (GPA), student classification, and college where enrolled.

TABLE I

DEMOGRAPHIC INFORMATION ON STUDENT RESPONDENTS
(N = 350)

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<th>Category</th>
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<th>Percentage of Respondents</th>
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<td>Female</td>
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<td></td>
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<td></td>
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<td>24-26</td>
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TABLE I--Continued

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<td>46</td>
<td>13.1</td>
</tr>
</tbody>
</table>

The data in Table I show that 64 per cent of student respondents were female and only 36 per cent were male. A large majority of students were between the age of 21 to 23 (73.2 per cent). Only 1.3 per cent were 30 years old or over. No student respondent was younger than 18 years old. Most students reported grade point averages (GPA) between 2.00 to 3.00 (81.8 per cent). No student respondent reported a GPA lower than 1.50 or higher than 3.50. By classification, 53.4 per cent were seniors and 46.6 per cent were juniors. Among the six teachers' colleges, the highest percentage of students was from Chankasem Teachers' College (25.7 per cent).

For the faculty demographic data, Table II contains the number and percentage of 109 faculty respondents from the
six teachers' colleges. The faculty variables were sex, age, number of advisees, years of advising experience, and college where they are teaching and advising.

### TABLE II
DEMOGRAPHIC INFORMATION ON FACULTY RESPONDENTS
\( (N = 109) \)

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Category</th>
<th>Number of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>34</td>
<td>31.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>75</td>
<td>68.8</td>
</tr>
<tr>
<td>Age</td>
<td>lower than 30</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>31-35</td>
<td>14</td>
<td>12.8</td>
</tr>
<tr>
<td></td>
<td>36-40</td>
<td>39</td>
<td>35.9</td>
</tr>
<tr>
<td></td>
<td>41-45</td>
<td>19</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>46-50</td>
<td>20</td>
<td>18.3</td>
</tr>
<tr>
<td></td>
<td>higher than 50</td>
<td>14</td>
<td>12.8</td>
</tr>
<tr>
<td>Number of advisees</td>
<td>less than 10</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>6</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>12</td>
<td>11.0</td>
</tr>
<tr>
<td></td>
<td>21-25</td>
<td>24</td>
<td>22.0</td>
</tr>
<tr>
<td></td>
<td>26-30</td>
<td>26</td>
<td>23.9</td>
</tr>
<tr>
<td></td>
<td>31-35</td>
<td>17</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td>36-40</td>
<td>9</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>more than 40</td>
<td>11</td>
<td>10.1</td>
</tr>
<tr>
<td>Years of advising</td>
<td>1-5</td>
<td>34</td>
<td>31.2</td>
</tr>
<tr>
<td>experience</td>
<td>6-10</td>
<td>21</td>
<td>19.2</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>30</td>
<td>27.6</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>17</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td>more than 20</td>
<td>7</td>
<td>6.4</td>
</tr>
<tr>
<td>College</td>
<td>Ban Somdej</td>
<td>14</td>
<td>12.8</td>
</tr>
<tr>
<td></td>
<td>Chankasem</td>
<td>14</td>
<td>12.8</td>
</tr>
<tr>
<td></td>
<td>Dhonburi</td>
<td>14</td>
<td>12.8</td>
</tr>
</tbody>
</table>
TABLE II--Continued

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Category</th>
<th>Number of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pranakorn</td>
<td>26</td>
<td>23.9</td>
</tr>
<tr>
<td></td>
<td>Suan Dusit</td>
<td>30</td>
<td>27.6</td>
</tr>
<tr>
<td></td>
<td>Suan Sunandha</td>
<td>11</td>
<td>10.1</td>
</tr>
</tbody>
</table>

As shown in Table II, the majority (68.8 per cent) of faculty respondents were female. Only 31.2 per cent were male. The data in Table II show that the large faculty age group was the group between 36 to 40 years old (35.9 per cent). Very few (2.8 per cent) were younger than 30 years old. Most faculty advisors had 21 to 30 advisees (45.9 per cent). However, some faculty advisors had more than 40 advisees (10.1 per cent). Most faculty respondents had 1 to 5 years of advising experience (31.2 per cent). The data in Table II also show that slightly over one half of the faculty respondents were from two teachers' colleges (51.1 per cent).

Data Analyses Based on Research Questions

This section presents the analyses of student and faculty responses to the fifteen advising functions found in section two of the Academic Advising Needs Questionnaire. The data are presented in accordance with the four research questions as stated in Chapter I.
Needs of Undergraduates as Perceived by Students and Advisors

Research question one sought to determine the academic advising needs of undergraduate students as perceived by students and by their academic advisors. The data presented in Table III reveal the differences in perceptions of students in the six teachers' colleges concerning their advising needs. The data show the differences between the degree to which the needs should be met and the degree to which the needs are now being met, based on the fulfillment of advising functions as perceived by students. Significant differences between mean scores of the responses were determined through the use of the t-test and are indicated with an asterisk.

<table>
<thead>
<tr>
<th>Advising Function</th>
<th>**Mean of should be fulfilled</th>
<th>**Mean of now being fulfilled</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assistance in selection of major.</td>
<td>2.28</td>
<td>1.31</td>
<td>15.89*</td>
</tr>
<tr>
<td>2. Explanations of college academic regulations and requirements.</td>
<td>2.53</td>
<td>1.63</td>
<td>16.01*</td>
</tr>
<tr>
<td>3. Assistance with career/ vocational planning.</td>
<td>2.49</td>
<td>1.29</td>
<td>19.33*</td>
</tr>
<tr>
<td>Advising Function</td>
<td><strong>Mean of should be fulfilled</strong></td>
<td><strong>Mean of now being fulfilled</strong></td>
<td>t</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>4. Availability of a person with whom students can discuss personal concerns.</td>
<td>2.61</td>
<td>1.81</td>
<td>13.68*</td>
</tr>
<tr>
<td>5. Assistance with course registration procedures.</td>
<td>2.46</td>
<td>1.77</td>
<td>12.77*</td>
</tr>
<tr>
<td>6. Information about employment opportunities in intended field of study.</td>
<td>2.55</td>
<td>1.25</td>
<td>19.86*</td>
</tr>
<tr>
<td>7. Referral to appropriate sources of information for loans, scholarships, financial aid, or other methods of financing a student's education.</td>
<td>2.29</td>
<td>1.30</td>
<td>16.85*</td>
</tr>
<tr>
<td>8. Assistance in finding ways to make college experience more interesting and intellectually stimulating.</td>
<td>2.51</td>
<td>1.52</td>
<td>17.53*</td>
</tr>
<tr>
<td>9. Assistance in planning academic program of study.</td>
<td>2.36</td>
<td>1.41</td>
<td>16.74*</td>
</tr>
<tr>
<td>10. Assistance in exploring graduate/professional study.</td>
<td>2.41</td>
<td>1.12</td>
<td>20.82*</td>
</tr>
<tr>
<td>11. Provision of up-to-date information about other sources of assistance on campus.</td>
<td>2.47</td>
<td>1.30</td>
<td>20.75*</td>
</tr>
<tr>
<td>12. Personal references from faculty prospective employers and/or graduate schools.</td>
<td>2.54</td>
<td>1.53</td>
<td>16.70*</td>
</tr>
</tbody>
</table>
TABLE III--Continued

<table>
<thead>
<tr>
<th>Advising Function</th>
<th><strong>Mean of should be fulfilled</strong></th>
<th><strong>Mean of now being fulfilled</strong></th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Assistance in obtaining part-time work experiences which complement career</td>
<td>2.46</td>
<td>1.31</td>
<td>17.98*</td>
</tr>
<tr>
<td>and/or educational goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Provision of information concerning extra-curricular opportunities at college.</td>
<td>2.31</td>
<td>1.39</td>
<td>14.62*</td>
</tr>
<tr>
<td>15. Provision of academic advice and suggestions for scholastic improvement.</td>
<td>2.52</td>
<td>1.37</td>
<td>18.61*</td>
</tr>
</tbody>
</table>

* Significant at the .001 level
** Mean scores based on the following scale:
  Extent of Fulfillment
  0--Not at all
  1--To a very little extent
  2--To some extent
  3--To a great extent

Since the degree of fulfillment of the fifteen advising functions was based on a four-point scale (0 to 3), mean scores of academic advising functions which rated 2 (to some extent) or above were considered to be important. The data in Table III show that all mean scores of advising functions in the should be fulfilled category were higher than 2 (range from 2.27 to 2.61) and in the now being fulfilled category were less than 2 (range from 1.12 to 1.81). It is obvious that the advising functions which students believed should be fulfilled were rated higher than the degree to which these functions are now being fulfilled.
In other words, a need discrepancy appears to exist between the degree to which advising functions are being fulfilled and the degree to which students think the advising functions should be fulfilled. When the mean score of the degree to which an advising function should be fulfilled was compared to the mean score of the degree to which an advising function is currently being fulfilled, there was a significant difference found between the two mean scores at the .001 level in all advising functions (*t* value higher than 3.291).

In order to determine which academic advising functions for students should be intensified in the six teachers' colleges, the rank order of mean scores for student responses to their needs is presented in Table IV. This rank order reveals the relative perceived importance of fulfilling the academic advising functions. The data in Table IV show the rank order distribution of mean scores for these responses.

### TABLE IV

**RANK ORDER OF STUDENT PERCEPTIONS OF THE EXTENT OF FULFILLMENT OF ACADEMIC ADVISING FUNCTIONS**

<table>
<thead>
<tr>
<th>Advising Function</th>
<th><em>Mean of</em> Mean of Rank order should be fulfilled</th>
<th>completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of a person with whom students can discuss personal concerns.</td>
<td>2.61</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE IV--Continued

<table>
<thead>
<tr>
<th>Advising Function</th>
<th>*Mean of should be fulfilled</th>
<th>Rank order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about employment opportunities in intended field of study.</td>
<td>2.55</td>
<td>2</td>
</tr>
<tr>
<td>Personal references from faculty for prospective employers and/or graduate schools.</td>
<td>2.54</td>
<td>3</td>
</tr>
<tr>
<td>Explanations of college academic regulations and requirements.</td>
<td>2.53</td>
<td>4</td>
</tr>
<tr>
<td>Provision of academic advice and suggestions for scholastic improvement.</td>
<td>2.52</td>
<td>5</td>
</tr>
<tr>
<td>Assistance in finding ways to make college experience more interesting and intellectually stimulating.</td>
<td>2.50</td>
<td>6</td>
</tr>
<tr>
<td>Assistance with career/vocational planning.</td>
<td>2.48</td>
<td>7</td>
</tr>
<tr>
<td>Provision of up-to-date information about other sources of assistance on campus.</td>
<td>2.47</td>
<td>8</td>
</tr>
<tr>
<td>Assistance with course registration procedures.</td>
<td>2.46</td>
<td>9.5</td>
</tr>
<tr>
<td>Assistance in obtaining part-time work experiences which complement their career and/or educational goals.</td>
<td>2.46</td>
<td>9.5</td>
</tr>
<tr>
<td>Assistance in exploring graduate/professional study.</td>
<td>2.41</td>
<td>11</td>
</tr>
<tr>
<td>Assistance in planning academic program of study.</td>
<td>2.36</td>
<td>12</td>
</tr>
</tbody>
</table>
The data in Table IV indicate that five of the fifteen advising functions were perceived by students as ones that should be fulfilled to "a great extent" (mean scores higher than 2.50). The advising function with the highest mean (rank order 1) was "availability of a person with whom students can discuss personal concerns" (mean score = 2.61). The remaining four advising functions which students perceived as ones that should be fulfilled to "a great extent" were (1) information about employment opportunities in intended field of study, (2) personal references from faculty for perspective employers and/or graduate schools,
(3) explanations of college academic regulations and requirements, and (4) provision of academic advice and suggestions for scholastic improvement. These results reveal that students rated advising functions highly in all four category types: personal, administrative, vocational and career and academic areas. It should be noted that students believed that these five advising functions should be provided for them to a great extent.

As shown in Table V, the t-test was used to determine if there were significant differences between the mean scores of the should be fulfilled category and now being fulfilled category for each advising function as perceived by faculty.

**TABLE V**

DIFFERENCES IN FACULTY PERCEPTIONS OF THE EXTENT OF FULFILLMENT OF ACADEMIC ADVISING FUNCTIONS

<table>
<thead>
<tr>
<th>Advising Function</th>
<th><strong>Mean of</strong></th>
<th><strong>Mean of</strong></th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>should be</td>
<td>now being</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fulfilled</td>
<td>fulfilled</td>
<td></td>
</tr>
<tr>
<td>1. Assistance in selection of major.</td>
<td>1.94</td>
<td>1.24</td>
<td>6.43*</td>
</tr>
<tr>
<td>2. Explanation of college academic regulations and requirements.</td>
<td>2.64</td>
<td>2.26</td>
<td>6.18*</td>
</tr>
<tr>
<td>3. Assistance with career/vocational planning.</td>
<td>2.25</td>
<td>1.36</td>
<td>8.79*</td>
</tr>
<tr>
<td>4. Availability of a person with whom students can discuss personal concerns.</td>
<td>2.68</td>
<td>2.39</td>
<td>4.88*</td>
</tr>
<tr>
<td>Advising Function</td>
<td>**Mean of should be fulfilled</td>
<td>**Mean of now being fulfilled</td>
<td>t</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5. Assistance with course registration procedures.</td>
<td>2.52</td>
<td>2.41</td>
<td>1.59</td>
</tr>
<tr>
<td>6. Information about employment opportunities in intended field of study.</td>
<td>2.53</td>
<td>1.67</td>
<td>9.71*</td>
</tr>
<tr>
<td>7. Referral to appropriate sources of information for loans, scholarships, financial aid, or other methods of financing a student's education.</td>
<td>2.47</td>
<td>2.13</td>
<td>4.06*</td>
</tr>
<tr>
<td>8. Assistance in finding ways to make college experience more interesting and intellectually stimulating.</td>
<td>2.48</td>
<td>1.85</td>
<td>7.23*</td>
</tr>
<tr>
<td>9. Assistance in planning academic program of study.</td>
<td>2.51</td>
<td>2.06</td>
<td>6.48*</td>
</tr>
<tr>
<td>10. Assistance in exploring graduate/professional study.</td>
<td>2.30</td>
<td>1.33</td>
<td>11.73*</td>
</tr>
<tr>
<td>11. Provision of up-to-date information about other sources of assistance on campus.</td>
<td>2.38</td>
<td>1.52</td>
<td>9.27*</td>
</tr>
<tr>
<td>12. Personal references from faculty for prospective employers and/or graduate schools.</td>
<td>2.56</td>
<td>1.97</td>
<td>7.82*</td>
</tr>
<tr>
<td>13. Assistance in obtaining part-time work experiences which complement students' career and/or educational goals.</td>
<td>2.39</td>
<td>1.78</td>
<td>6.38*</td>
</tr>
</tbody>
</table>
TABLE V--Continued

<table>
<thead>
<tr>
<th>Advising Function</th>
<th><strong>Mean of</strong></th>
<th><strong>Mean of</strong></th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>should be</td>
<td>now being</td>
<td>fulfilled</td>
<td></td>
</tr>
</tbody>
</table>

14. Provision of information concerning extra-curricular opportunities at the college.  
2.32  1.77  7.41*

15. Provision of academic advice and suggestions for scholastic improvement.  
2.59  1.96  7.46*

* Significant at the .001 level  
** Mean scores based on the following scale:  
  Extent of Fulfillment  
  0--Not at all  
  1--To a very little extent  
  2--To some extent  
  3--To a great extent

Since the extent of fulfillment of the fifteen advising functions was based on a four-point scale (0 to 3), mean scores of academic advising functions which rated 2 (to some extent) were considered to be important. The data in Table V reveal that mean scores of advising functions in the should be fulfilled category were higher than 2 (range from 2.25 to 2.68), with the exception of function one. However, mean scores of most advising functions in the now being fulfilled category were less than 2 (range from 1.24 to 1.97), with only five functions averaging higher than 2 (to some extent). When mean scores between the two categories were compared, there were significant differences found
between the two at the .001 level for fourteen of fifteen advising functions (t value higher than 3.373). For function five (assistance with course registration procedures), there was no significant difference between the two categories. This result can be attributed to the fact that course registration procedures are scheduled for all students every semester in the teachers' colleges. It should be noted that the need discrepancy appears to exist between the degree to which advising functions are now being fulfilled and the degree to which faculty think the advising functions should be fulfilled.

To examine how faculty advisors perceived the importance of academic advising functions in the six teachers' colleges, the rank order of mean scores for faculty responses to the should be fulfilled category was determined to demonstrate the perceived value of each of the academic advising functions. The data in Table VI show the rank order distribution of mean scores for these functions.

### Table VI

**RANK ORDER OF FACULTY PERCEPTIONS OF THE EXTENT OF FULFILLMENT OF ACADEMIC ADVISING FUNCTIONS**

<table>
<thead>
<tr>
<th>Advising Function</th>
<th>*Mean of should be fulfilled</th>
<th>Rank order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of a person with whom students can discuss personal concerns.</td>
<td>2.68</td>
<td>1</td>
</tr>
<tr>
<td>Advising Function</td>
<td>*Mean of should be fulfilled</td>
<td>Rank order</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Explanation of college regulations and requirements.</td>
<td>2.64</td>
<td>2</td>
</tr>
<tr>
<td>Provision of academic advice and suggestions for scholastic improvement.</td>
<td>2.58</td>
<td>3</td>
</tr>
<tr>
<td>Personal references from faculty for prospective employers and/or graduate schools.</td>
<td>2.56</td>
<td>4</td>
</tr>
<tr>
<td>Information about employment opportunities in intended field of study.</td>
<td>2.53</td>
<td>5</td>
</tr>
<tr>
<td>Assistance with course registration procedures.</td>
<td>2.52</td>
<td>6</td>
</tr>
<tr>
<td>Assistance in planning academic program of study.</td>
<td>2.51</td>
<td>7</td>
</tr>
<tr>
<td>Assistance in finding ways to make college experience more interesting and intellectually stimulating.</td>
<td>2.48</td>
<td>8</td>
</tr>
<tr>
<td>Referral to appropriate sources of information for loans, scholarships, financial aid, or other methods of financing a student's education.</td>
<td>2.47</td>
<td>9</td>
</tr>
<tr>
<td>Assistance in obtaining part-time work experiences which complement their career and/or educational goals.</td>
<td>2.39</td>
<td>10</td>
</tr>
<tr>
<td>Provision of up-to-date information about other sources of assistance on campus.</td>
<td>2.38</td>
<td>11</td>
</tr>
</tbody>
</table>
TABLE VI—Continued

<table>
<thead>
<tr>
<th>Advising Function</th>
<th>*Mean of should be fulfilled</th>
<th>Rank order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of information concerning extra-curricular opportunities at college.</td>
<td>2.32</td>
<td>12</td>
</tr>
<tr>
<td>Assistance in exploring graduate/professional study.</td>
<td>2.30</td>
<td>13</td>
</tr>
<tr>
<td>Assistance with career/vocational planning.</td>
<td>2.25</td>
<td>14</td>
</tr>
<tr>
<td>Assistance in selection of major.</td>
<td>1.94</td>
<td>15</td>
</tr>
</tbody>
</table>

*Mead scores based on the following scale:

Extent of Fulfillment
0—Not at all
1—To a very little extent
2—To some extent
3—To a great extent

The data in Table VI reveal that seven of the fifteen advising functions were perceived by faculty as ones that should be fulfilled to "a great extent" (mean score higher than 2.50). The advising function with the highest mean (rank order 1) was "availability of a person with whom students can discuss personal concerns" (mean score = 2.68). The remaining six in rank order were (2) exploration of college regulations and requirements, (3) provision of academic advice and suggestions for scholastic improvement, (4) personal references from faculty for perspective employers and/or graduate school, (5) information about
employment opportunities in intended field of study, (6) assistance with course registration procedures, and (7) assistance in planning academic program of study. These rankings reveal that faculty rated two more functions higher than students did. It should be noted that these seven functions were grouped into four areas: personal, administrative, vocational and career, and academic.

**Relationship in Need Rankings Perceived by Students Based on Demographic Variables**

Research question two sought to determine if students categorized by certain demographic variables rank their advising needs similarly. The demographic variables were sex, age, student classification, grade point average, and college where enrolled. As presented in Table VII, the Kendall's Coefficient of Concordance $W$ was employed to determine the level of relationship in need rankings within the group of students based on these variables.

**TABLE VII**

**RELATIONSHIP IN NEED RANKINGS BASED ON STUDENT DEMOGRAPHIC VARIABLES**

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>$k$</th>
<th>$W$</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>6</td>
<td>.6300</td>
<td>52.9225**</td>
</tr>
<tr>
<td>GPA</td>
<td>4</td>
<td>.6898</td>
<td>38.6279**</td>
</tr>
</tbody>
</table>
As determined by the value of $W$ and Chi-square, the results in Table VII reveal that there were high significant relationships in need rankings as perceived by students grouped by GPA and students grouped by college where enrolled (significant at the .001 level). In addition, there was a high significant relationship in need rankings within the groups based on age (significant at the .01 level). With respect to college where enrolled, GPA, and age, students demonstrated high agreement in need rankings within the groups based on these variables.

Because the results of the Kendall’s Coefficient of Concordance $W$ as shown in Table VII did not reveal significant relationships between the groups of students based on demographic variables, the Spearman’s Coefficient of Rank Correlation was employed to compare the level of significant relationships in need rankings between pairs of student demographic variables. Grouping and analysis by pairs of demographic variables was done in order to highlight relationships and agreements within the total sample.
The data in Table VIII show the rank correlation between male and female students in advising needs which should be fulfilled. This analysis was also done to point up any possible relationships between the sexes.

TABLE VIII
RANK CORRELATION OF ADVISING NEEDS BETWEEN MALE AND FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Sex</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male and Female</td>
<td>.8050</td>
<td>.000*</td>
</tr>
</tbody>
</table>

* Significant at the .001 level

The data in Table VIII reveal that there was high agreement in need rankings between male and female students. This agreement was significant at the .001 level.

Considering the relationships between age groups, Table IX contains the rank correlations of pairs of student age groups regarding their advising needs which should be fulfilled. Pairs of groups are listed in descending order, from highest to lowest in rank order correlation.
The results in Table IX show the rank correlation of advising needs as perceived by students for pairs of student age groups. The data in the table reveal that there were significant relationships at the .01 level when comparing students age 21 to 23 and those age 24 to 26, and between students age 18 to 20 and those age 21 to 23. These groups did not differ widely in age from each other. In addition, there were significant relationships in need rankings at the
.05 level between students age 18 to 20 and those age 24 to 26. These two were also near each other in age. It is obvious that there were significant agreements in need rankings among the traditional students (age 18 to 26). However, when the researcher compared age groups 27 and over with other age groups, no significant relationships among those age groups were found. It should be noted that older students may be more mature and may not need advising.

In order to determine if relationships exist between junior and senior students, the data in Table X show the rank correlation of student advising needs which should be fulfilled. Significance is indicated by an asterisk.

**TABLE X**

RANK CORRELATION OF ADVISING NEEDS BETWEEN JUNIOR AND SENIOR STUDENTS

<table>
<thead>
<tr>
<th>Classification</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior and Senior</td>
<td>.8154</td>
<td>.000*</td>
</tr>
</tbody>
</table>

* Significant at the .001 level

The data in Table X indicate that there was a highly significant relationship between junior and senior students in need rankings (.001 level). In other words, the junior and senior students agreed on their advising needs.
The data in Table XI show the rank correlation of advising needs between groups of students based on GPA. Correlations are listed in descending order.

TABLE XI

RANK CORRELATION OF ADVISING NEEDS BETWEEN GROUPS OF STUDENTS BASED ON GPA

<table>
<thead>
<tr>
<th>GPA</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.50-2.99 and 3.00-3.49</td>
<td>.7832</td>
<td>.001***</td>
</tr>
<tr>
<td>2.00-2.49 and 2.50-2.99</td>
<td>.7328</td>
<td>.002**</td>
</tr>
<tr>
<td>2.00-2.49 and 3.00-3.49</td>
<td>.5909</td>
<td>.020*</td>
</tr>
<tr>
<td>1.50-1.99 and 2.00-2.49</td>
<td>.5232</td>
<td>.045*</td>
</tr>
<tr>
<td>1.50-1.99 and 3.00-3.49</td>
<td>.4500</td>
<td>.092</td>
</tr>
<tr>
<td>1.50-1.99 and 2.50-2.99</td>
<td>.4328</td>
<td>.107</td>
</tr>
</tbody>
</table>

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

The data in Table XI indicate that there was a highly significant relationship (at the .001 level) in need rankings as perceived by students who had GPAs of 2.50 to 2.99 and 3.00 to 3.49. In addition, a significant relationship in need rankings at the .01 level occurred between students who had GPAs of 2.00 to 2.49 and 2.50 to 2.99. Two other pairs had significant relationships at the .05 level. However, there were no significant relationships
in need rankings in the last two pairs. It should be noted that in most GPA categories, there was high agreement in advising needs among the groups of students.

The data in Table XII reveal the rank correlation of student advising needs as expressed by students enrolled in pairs of colleges in the federation of metropolitan area teachers' colleges. Correlations are listed in descending order.

TABLE XII
RANK CORRELATION OF ADVISING NEEDS EXPRESSED BY STUDENTS IN PAIRS OF TEACHERS' COLLEGES

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chankasem and Pranakorn</td>
<td>.7631</td>
<td>.001***</td>
</tr>
<tr>
<td>Chankasem and Dhonburi</td>
<td>.7369</td>
<td>.002**</td>
</tr>
<tr>
<td>Ban Somdej and Pranakorn</td>
<td>.7230</td>
<td>.002**</td>
</tr>
<tr>
<td>Dhonburi and Pranakorn</td>
<td>.7045</td>
<td>.003**</td>
</tr>
<tr>
<td>Ban Somdej and Dhonburi</td>
<td>.6987</td>
<td>.004**</td>
</tr>
<tr>
<td>Chankasem and Suan Sunandha</td>
<td>.6352</td>
<td>.011*</td>
</tr>
<tr>
<td>Pranakorn and Suan Sunandha</td>
<td>.5644</td>
<td>.028*</td>
</tr>
<tr>
<td>Dhonburi and Suan Sunandha</td>
<td>.5617</td>
<td>.029*</td>
</tr>
<tr>
<td>Ban Somdej and Chankasem</td>
<td>.5180</td>
<td>.048*</td>
</tr>
<tr>
<td>Chankasem and Suan Dusit</td>
<td>.4739</td>
<td>.074</td>
</tr>
<tr>
<td>Pranakorn and Suan Dusit</td>
<td>.4613</td>
<td>.084</td>
</tr>
<tr>
<td>Ban Somdej and Suan Sunandha</td>
<td>.4221</td>
<td>.117</td>
</tr>
<tr>
<td>Suan Dusit and Suan Sunandha</td>
<td>.2759</td>
<td>.320</td>
</tr>
</tbody>
</table>
The data in Table XII reveal that there was a highly significant correlation (at the .001 level) between need rankings perceived by students at Chankasem and Pranakorn Teachers' Colleges. These results also show that there were significant relationships at the .01 level between need rankings perceived by students in four pairs of teachers' colleges and at the .05 level between need rankings perceived by students in four other pairs of teachers' colleges. It should be noted that all of these colleges are in the federation of metropolitan area teachers' colleges and are located in the same city. However, no significant relationships were found with respect to the last four pairs of teachers' colleges. The reason may be that most of these colleges are located in different geographical areas. The data suggest that two-thirds of the students (based on pairs of teachers' colleges) showed high agreement on their need rankings of advising functions which should be fulfilled.
Relationship in Need Rankings Perceived by Faculty Based on Demographic Variables

Research question three sought to determine if faculty categorized by certain demographic variables rank student advising needs similarly. The demographic variables were sex, age, number of advisee, years of advising experience, and college where the faculty advisors were teaching and advising. As shown in Table XIII, the Kendall's Coefficient of Concordance $W$ was used to determine the level of relationship in need rankings within the group of faculty based on these variables.

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>k</th>
<th>$W$</th>
<th>Chi-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Advisee</td>
<td>8</td>
<td>.4608</td>
<td>51.6100**</td>
</tr>
<tr>
<td>College</td>
<td>6</td>
<td>.5900</td>
<td>49.5623**</td>
</tr>
<tr>
<td>Years of Advising Experience</td>
<td>5</td>
<td>.6314</td>
<td>44.2010**</td>
</tr>
<tr>
<td>Age</td>
<td>6</td>
<td>.3941</td>
<td>33.1075*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level  
** Significant at the .001 level

As determined by the value of $W$ and Chi-square, the results in Table XIII show that there were significant relationships in need rankings as perceived by faculty
grouped by college where faculty advisors were teaching and advising, number of advisees, and years of advising experience (.001 level). The need rankings of faculty based on the age groups were significant at the .01 level. With respect to number of advisees, college where faculty were teaching and advising, years of advising experience, and age, faculty advisors showed high agreement in need rankings within the groups related to these variables.

Because the results of the Kendall's Coefficient of Concordance W as shown in Table XIII did not reveal significant relationships between the groups of faculty based on demographic variables, the Spearman's Coefficient of Rank Correlation was employed to compare the level of significant relationships in need rankings between pairs of student demographic variables. Grouping and analysis by pairs of the demographic variables were done in order to highlight relationships and agreements within the total sample.

Need rankings between pairs of demographic variables begin with Table XIV. This table shows the rank correlation between male and female faculty.
As shown in Table XIV, there was a significant relationship in need rankings between male and female faculty. This relationship was significant at the .05 level.

The rank correlations between pairs of faculty age groups with respect to advising needs which should be fulfilled are presented in Table XV. Pairs of age groups are listed in descending order from highest to lowest in rank correlation.

### Table XIV

**RANK CORRELATION OF ADVISING NEEDS BETWEEN MALE AND FEMALE FACULTY**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male and Female</td>
<td>.5917</td>
<td>.020*</td>
</tr>
</tbody>
</table>

* Significant at the .05 level

### Table XV

**RANK CORRELATION OF ADVISING NEEDS BETWEEN PAIRS OF FACULTY AGE GROUPS**

<table>
<thead>
<tr>
<th>Age</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-40 and older than 50</td>
<td>.5868</td>
<td>.021*</td>
</tr>
<tr>
<td>36-40 and 41-45</td>
<td>.5531</td>
<td>.032*</td>
</tr>
</tbody>
</table>
The data in Table XV show the correlation in need rankings as perceived by faculty for pairs of age groups. These results indicate that most faculty advisors age 36 to 50 or above highly agreed on the advising needs which should be provided to their advisees (significant at the .05 level). It should be noted that these groups were older and had more experience than the younger groups. No significant
relationships occurred between faculty advisors who were younger than 36 and other faculty advisors.

Since faculty had been assigned a different number of advisees, the number of advisees was categorized into eight groups. The rank correlation between pairs of numbers of advisees are presented in Table XVI in descending order.

TABLE XVI

RANK CORRELATION OF ADVISING NEEDS BETWEEN PAIRS OF NUMBER OF ADVISEES

<table>
<thead>
<tr>
<th>Number of Advisee</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-30 and 36-40</td>
<td>.7366</td>
<td>.002**</td>
</tr>
<tr>
<td>21-25 and more than 40</td>
<td>.7159</td>
<td>.003**</td>
</tr>
<tr>
<td>21-25 and 31-35</td>
<td>.6775</td>
<td>.006**</td>
</tr>
<tr>
<td>31-35 and more than 40</td>
<td>.6191</td>
<td>.014*</td>
</tr>
<tr>
<td>21-25 and 26-30</td>
<td>.5991</td>
<td>.018*</td>
</tr>
<tr>
<td>16-20 and 36-40</td>
<td>.5497</td>
<td>.034*</td>
</tr>
<tr>
<td>21-25 and 36-40</td>
<td>.5284</td>
<td>.043*</td>
</tr>
<tr>
<td>less than 10 and 11-15</td>
<td>.5035</td>
<td>.056</td>
</tr>
<tr>
<td>16-20 and 26-30</td>
<td>.5018</td>
<td>.057</td>
</tr>
<tr>
<td>16-20 and 21-25</td>
<td>.4697</td>
<td>.077</td>
</tr>
<tr>
<td>16-20 and 31-35</td>
<td>.4481</td>
<td>.094</td>
</tr>
<tr>
<td>31-35 and 36-40</td>
<td>.4352</td>
<td>.105</td>
</tr>
<tr>
<td>26-30 and 31-35</td>
<td>.4146</td>
<td>.124</td>
</tr>
</tbody>
</table>
The data in Table XVI show the relationships in need rankings as perceived by faculty between pairs of number of advisees. These results reveal that most faculty advisors who had 16 to 40 advisees or more highly agreed on the

<table>
<thead>
<tr>
<th>Number of Advisee</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-15 and 36-40</td>
<td>.4093</td>
<td>.130</td>
</tr>
<tr>
<td>11-15 and 16-20</td>
<td>.3813</td>
<td>.161</td>
</tr>
<tr>
<td>26-30 and more than 40</td>
<td>.3724</td>
<td>.172</td>
</tr>
<tr>
<td>less than 10 and 26-30</td>
<td>.2956</td>
<td>.285</td>
</tr>
<tr>
<td>less than 10 and 31-35</td>
<td>.2715</td>
<td>.328</td>
</tr>
<tr>
<td>less than 10 and 21-25</td>
<td>.2436</td>
<td>.382</td>
</tr>
<tr>
<td>11-15 and 21-25</td>
<td>.2408</td>
<td>.387</td>
</tr>
<tr>
<td>16-20 and more than 40</td>
<td>.2398</td>
<td>.389</td>
</tr>
<tr>
<td>less than 10 and 36-40</td>
<td>.2395</td>
<td>.390</td>
</tr>
<tr>
<td>11-15 and 26-30</td>
<td>.2374</td>
<td>.394</td>
</tr>
<tr>
<td>11-15 and 31-35</td>
<td>.2037</td>
<td>.467</td>
</tr>
<tr>
<td>36-40 and more than 40</td>
<td>.1872</td>
<td>.504</td>
</tr>
<tr>
<td>11-15 and more than 40</td>
<td>.0683</td>
<td>.809</td>
</tr>
<tr>
<td>less than 10 and more than 40</td>
<td>.0550</td>
<td>.846</td>
</tr>
<tr>
<td>less than 10 and 16-20</td>
<td>-0.0263</td>
<td>.926</td>
</tr>
</tbody>
</table>

* Significant at the .05 level  
** Significant at the .01 level
advising needs which should be provided to their advisees (significant at the .01 and .05 levels). No significant relationships were found between faculty advisors who had less than 16 advisees. It should be noted that faculty advisors with a large group of advisees tended to view advising as more important than did those who had a small group of advisees.

Since advising experience appears to be very important for faculty advisors, faculty advisors were classified into five groups based on their years of advising experience. The rank correlation between pairs of years of advising experience are listed in Table XVII in descending order.

<table>
<thead>
<tr>
<th>Years of Advising Experience</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 and 6-10</td>
<td>.8089</td>
<td>.000***</td>
</tr>
<tr>
<td>11-15 and 16-20</td>
<td>.8006</td>
<td>.000***</td>
</tr>
<tr>
<td>6-10 and 16-20</td>
<td>.7322</td>
<td>.002**</td>
</tr>
<tr>
<td>1-5 and 11-15</td>
<td>.7142</td>
<td>.003**</td>
</tr>
<tr>
<td>6-10 and 11-15</td>
<td>.7077</td>
<td>.003**</td>
</tr>
<tr>
<td>1-5 and 16-20</td>
<td>.5916</td>
<td>.020*</td>
</tr>
<tr>
<td>6-10 and more than 20</td>
<td>.5115</td>
<td>.051</td>
</tr>
</tbody>
</table>
TABLE XVII--Continued

<table>
<thead>
<tr>
<th>Years of Advising Experience</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 and more than 20</td>
<td>.3610</td>
<td>.186</td>
</tr>
<tr>
<td>16-20 and more than 20</td>
<td>.3268</td>
<td>.234</td>
</tr>
<tr>
<td>11-15 and more than 20</td>
<td>.2619</td>
<td>.346</td>
</tr>
</tbody>
</table>

* Significant at the .05 level  
** Significant at the .01 level  
*** Significant at the .001 level

The data in Table XVII indicate the correlation of need rankings as perceived by faculty based on pairs of years of advising experience. These results show that significant relationships were found between the groups of faculty who had 1 to 20 years of advising experience (.05, .01 and .001 levels). However, no significant relationships were found between groups of faculty advisors and the ones who had advising experience of more than 20 years. Apparently, there was a high level of agreement on advising needs among groups of advisors with fewer than 20 years experience.

To compare the rank order of advising needs as perceived by faculty advisors in the six teachers' colleges, the rank correlation of advising needs between pairs of teachers' colleges is presented in Table XVIII. Correlations are listed in descending order.
The data in Table XVIII reveal the degree of relationship in need rankings as perceived by faculty between pairs of teachers' colleges. The results in this
table show that there were highly significant relationships at the .001 level in need rankings for two pairs of teachers' colleges. Four other pairs of teachers' colleges had the significant relationships at the .01 level. Only one pair of teachers' colleges showed a significant relationship at the .05 level. It is apparent that most faculty advisors in teachers' colleges in the Bangkok metropolitan agreed to a high degree on their rankings of advising functions which should be provided to their advisees. However, no significant relationships were found among some pairs of teachers' colleges located in different geographical areas.

The Overall Extent of Congruence Between Student and Faculty Perceptions

Research question four sought to determine the overall extent of congruence between student and faculty perceptions of academic advising needs of students. The results in Table XIX show the Spearman's Coefficient of Rank Correlation of the extent of congruence between student and faculty perceptions within the same college.
TABLE XIX

THE EXTENT OF CONGRUENCE BETWEEN STUDENT AND FACULTY PERCEPTIONS WITHIN THE SAME COLLEGE

<table>
<thead>
<tr>
<th>Teachers College</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pranakorn</td>
<td>.5643</td>
<td>.028*</td>
</tr>
<tr>
<td>Suan Sunandha</td>
<td>.3972</td>
<td>.143</td>
</tr>
<tr>
<td>Dhonburi</td>
<td>.3306</td>
<td>.229</td>
</tr>
<tr>
<td>Ban Somdej</td>
<td>.3090</td>
<td>.262</td>
</tr>
<tr>
<td>Chankasem</td>
<td>.2536</td>
<td>.362</td>
</tr>
<tr>
<td>Suan Dusit</td>
<td>.2387</td>
<td>.392</td>
</tr>
</tbody>
</table>

* Significant at the .05 level

These results reveal that there was a significant relationship in need rankings at the .05 level between student and faculty perceptions at Pranakorn Teachers' College. There were no significant relationships between student and faculty perceptions in the other five colleges. It should be noted that the extent of congruence between student and faculty perceptions of academic advising needs was significant for only one of six teachers' colleges. The rank correlation of the overall extent of congruence between student and faculty perceptions is presented in Table XX.
TABLE XX
THE OVERALL EXTENT OF CONGRUENCE BETWEEN
STUDENT AND FACULTY PERCEPTIONS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Rank Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Students</td>
<td>.7429</td>
<td>.002*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level

The result in Table XX indicates that a significant relationship at the .01 level was found when comparing the overall extent of congruence between student and faculty perceptions of the academic advising needs of students.

Analyses of Student and Faculty Responses to the Optional and Open-Ended Items

Section three of the Academic Advising Needs Questionnaire offered students and faculty advisors the opportunity to comment on the academic advising system in teachers' colleges in Thailand. Both students and faculty advisors were given optional and open-ended items concerning purposes, procedures, functions of advisors, and general comments on the academic advising program.
A total of 186 students (53.14 per cent) who responded to the Academic advising Needs Questionnaire commented on the optional and open-ended items. The responses to these items were analyzed as follows:

**Purposes.**--Most students commented that advising programs should be provided to assist them with any kind of problem, from personal and learning problems to exploration of life and career goals. Furthermore, they stated that they needed advisors who could understand them and help them feel secure and warm while they are studying in the college.

**Processes.**--Students suggested that the college or department should have criteria for selecting faculty advisors and should select advisors who have specialized in the same major field of study as students. Students proposed that they needed to participate in selecting their major advisors or be allowed to present criteria in selecting advisors. They also commented that students should be assigned to faculty advisors who have enough time to meet with them. Most students stated that they needed to have the same advisor throughout their years in college--one who could advise them from their first year in college until graduation. Few students reported that they felt a need to change advisors every year.
Functions of advisors.--In the academic area, students stated that they needed advisors who have academic advising experience and knowledge and who could help them in program planning, course choice, registration procedures, and degree requirements. Students also commented that advisors should help in areas of academic improvement such as the use of learning techniques and academic resources. For vocational and career planning, students felt they needed advisors who could provide information concerning vocational and career planning and who could help find part-time jobs during vacations. Students reported that they needed seminars, workshops, or resource persons to guide them in the career and vocational world. Some students commented that they needed to know other careers besides teaching.

With respect to the comments on personal problems, students proposed that the faculty advisor should be a person who is interested in personal problems. They stated that they needed advisors who could keep their personal problems confidential. Faculty advisors should also be able to assist them with financial problems by providing information about part-time jobs. In terms of administrative settings, students felt that they needed advisors who could connect with the department or the college and bring information from the department or the college to them. Students also reported that they needed
fair, understandable, and open-minded advisors. Overall, they commented that their advisor should be a person who is interested in student problems and willing to help students.

**General Comments.**—Students generally felt that they needed a good student-advisor relationship. They suggested that two advisors should be assigned to a class of 30 or 35 students. In addition, they reported that they needed advisors who were available and who had enough time to see them at least once a week.

**Faculty Responses to the Optional and Open-Ended Items**

A total of 68 faculty advisors (62.39 per cent) responded to the Academic Advising Needs Questionnaire on the open-ended items. The responses to the items were analyzed as follows:

**Purposes.**—Most faculty advisors proposed that the primary purpose of student advising should focus on assisting students to meet learning and academic requirements. A secondary purpose dealt with helping students solve their problems such as self-adjustment, social-adjustment, and academic achievement.

**Processes.**—Comments of faculty advisors were similar to those of students. They suggested that the department or college should have criteria in selecting advisors. In
order to help advisors realize their roles in advising, seminars or workshops for faculty advisors were said to be necessary. Most faculty proposed that faculty advisors should be specialized in the same major field of study as students and should teach their advisees. They also suggested that two advisors should be assigned to one group of 30 or 35 students.

Functions of advisors.—In the academic setting, faculty advisors felt that their roles should be focused on helping students in programs of study, course choices, and academic problems. Registration procedures should be the responsibility of the registrar’s office. For vocational and career planning, faculty advisors stated that they should provide information concerning jobs and graduate schools by bringing guest speakers or alumni to inform advisees about job opportunities.

Faculty advisors suggested that faculty counselors or professional counselors were necessary for their advisees because of the different kinds of personal problems that emerge. In terms of administrative procedures, faculty advisors proposed that an advisor committee should be appointed by the department or college. They felt that the specific roles of faculty advisors should be assigned by the advisor committee. In addition, faculty advisors commented that they had heavy loads and did not have enough time to see their advisees.
General comments.—The general comments from faculty advisors concerned the improvement of the advising system in teachers' colleges. They felt that advising should be a part of promotion and salary. Ten to fifteen advisees, not thirty or thirty-five, should be assigned for one faculty advisor.

When comparing the comments between students and faculty advisors on academic advising programs used in the six teachers' colleges, it is apparent that their suggestions are quite alike. Both students and faculty advisors commented that academic advising programs currently utilized in the six teachers' colleges do not meet the student needs. They proposed that faculty advising functions should be intensified in personal, vocational and career, and academic areas. However, faculty advisors felt that student personal problems should be the responsibility of professional counselors, while students felt that faculty advisors should be the first persons with which they shared personal problems. General comments from both students and faculty advisors revealed that academic advising programs in the six teachers' colleges should be modified.

Summary of Major Findings

The major findings of the study can be summarized as follows:
1. There were statistically significant differences between the now being fulfilled and the should be fulfilled responses of student perceptions in all fifteen advising functions at the .001 level. Among those fifteen faculty advising functions which should be fulfilled, six of them, as perceived by students, were ranked very high (mean scores higher than 2.50). They were ranked as follows: (1) a person available to discuss personal concerns; (2) information about employment; (3) personal references from faculty; (4) explanation of academic regulations; (5) academic advice; and (6) assistance in enhancing college experience.

2. There were significant differences between the now being fulfilled and the should be fulfilled responses of faculty perceptions at the .001 level in fourteen of the fifteen advising functions. Only assistance with course registration procedures was not significant. Among those fifteen advising functions which should be fulfilled, seven of them, as perceived by faculty, were ranked very high (mean scores higher than 2.50). They were ranked as follows: (1) a person available to discuss personal concerns; (2) explanation of academic regulations; (3) academic advice; (4) personal references from faculty; (5) information about employment; (6) assistance with course registration; and (7) assistance in program of study.
3. There were significant relationships in most pairs of both student and faculty demographic variables concerning the should be fulfilled category. No significant relationships were found among some pairs of demographic variables. It should be concluded that there were agreements in the need rankings of advising functions as perceived by students and faculty.

4. The overall comparison of student and faculty perceptions of academic advising needs at all six colleges revealed a significant relationship at the .01 level. Therefore, there was high agreement in the perceptions of academic advising needs between students and faculty advisors. When individual colleges were studied, however, there was a significant relationship between student and faculty perceptions at only one college.

5. Comments by students and faculty advisors on advising needs were similar. Both indicated that students need advising in personal, academic, and career and vocational settings. In addition, both students and faculty advisors proposed the improvement of academic advising programs in teachers' colleges.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

This study was conducted by collecting the data in Thailand. Faculty and students in the six teachers' colleges in Bangkok were selected as a sample for the study. The instrument used in this study was the Academic Advising Needs Questionnaire, which includes the demographic information for students and faculty advisors, selected advising functions, and optional and open-ended items. The returned and usable questionnaires were analyzed and treated by using the t-test and nonparametric statistics according to the research questions. Analyses and interpretations of the data were presented in Chapter IV. This chapter contains the summary, conclusions, implications, and recommendations for further research. The findings of the study are also discussed.

Summary

The purpose of this study was to determine and compare the academic advising needs of students as perceived by students and faculty advisors in Thailand. Thus 180 faculty
advisors and 540 teacher training students in the six
teachers' colleges in Bangkok, Thailand, were randomly
selected, and stratified sampling was followed to draw 30
faculty advisors and 90 junior and senior students from each
college. Each sample corresponded to the male-female ratio
of that college. As reported by Ministry of Education, the
Department of Teacher Education operates thirty-six
teachers' colleges in Thailand (5,6). The six teachers'
colleges in Bangkok were selected because a significant
percentage of students who attend these colleges come from
all parts of the country (1) and they are therefore more
representative.

The instrument used in this study was the Academic
Advising Needs Questionnaire which includes fifteen advising
functions and measures the extent to which students and
faculty advisors perceive that certain advising functions
(a) should be fulfilled and (b) are now being fulfilled.
The other two sections of this questionnaire were designed
to collect student and faculty demographic information and
to allow the respondents to make additional comments
concerning the academic advising program. From the fifteen
advising functions appearing in section two of the
questionnaire, as reported by Burke (4), an initial list of
approximately fifty advising functions was compiled from
thirty-eight questionnaire items and was critically reviewed
by the Florida State University Statistical Consulting Center. It was determined that duplication of advising functions required further reduction in the number of statements needed to comprehensively describe the scope of advising functions. Thus, the fifteen advising functions in section two of the questionnaire were the final results of this process of developing a minimum number of statements which would include the scope of faculty advising functions.

The content validity of the questionnaire was verified by a group of three Thai faculty members who served as judges and were experienced academic advisors in Thai teachers' colleges for more than seven years. The Thai version of the questionnaire concerning faculty advising functions which would be appropriate for Thai teachers colleges was also verified by these judges. The questionnaires were distributed to faculty advisors and students in the six teachers' colleges. The usable and complete questionnaires were analyzed by using the Statistical Package for Social Science (SPSS) program at North Texas State University's Computing Center according to the research questions used in the study.

The research questions were treated by using the \( t \)-test \((8)\) and nonparametric statistics identified by Siegel \((16)\). The \( t \)-test was applied to each item in section two of the questionnaire for both student and faculty perceptions of
academic advising needs to determine whether the differences between mean scores of the now being fulfilled and the should be fulfilled categories were significant. The mean scores of student and faculty responses to the should be fulfilled category were put into rank order to demonstrate the perceived needs of advising functions identified in the study. The Spearman's Coefficient of Rank Correlation was used to determine whether a significant relationship existed in need rankings between groups categorized by various demographic variables for both students and faculty. The Kendall's Coefficient of Concordance W was employed to determine the level of agreement in need rankings within groups categorized by various demographic variables. In addition, the Spearman's Coefficient of Rank Correlation was used to determine the overall extent of congruence between student and faculty perceptions of student's academic advising.

The findings of the study can be summarized by addressing each of the research questions as follows:

1. There were statistically significant differences between the now being fulfilled and the should be fulfilled categories of student perceptions in all fifteen advising functions at the .001 level. Among the fifteen advising functions which should be fulfilled, six of them, as perceived by students, were ranked very high (mean scores
higher than 2.50). The six were as follows: (1) a person available to discuss personal concerns; (2) information about employment; (3) personal references from faculty; (4) explanation of academic regulations; (5) academic advice; and (6) assistance in enhancing college experience.

2. There were significant differences between the now being fulfilled and the should be fulfilled categories of faculty perceptions at the .001 level in fourteen of the fifteen advising functions. Only assistance with course registration procedures was not significant. Among these fifteen advising functions which should be fulfilled, seven of them, as perceived by faculty, were ranked very high (mean scores higher than 2.50). They were as follows: (1) a person available to discuss personal concerns; (2) explanation of academic regulations; (3) academic advice; (4) personal references from faculty; (5) information about employment; (6) assistance with course registration; and (7) assistance in program of study.

3. When need rankings by pairs of demographic variables were compared, there were significant relationships found for most pairs of both student and faculty demographic variables in the should be fulfilled category. Only a few pairs were not significant. Therefore, the finding indicates that most students and faculty advisors agreed highly on their need rankings.
4. The overall comparison of student and faculty perceptions of academic advising needs at all six colleges revealed a significant relationship at the .01 level. Therefore, there was high agreement in perceptions of academic advising needs between students and faculty advisors. When individual colleges were studied, however, there was a significant relationship between student and faculty perceptions at only one college.

5. Comments by students and faculty advisors on advising needs were similar. Both indicated that students needed advising in personal, academic, and career and vocational concerns. In addition, both students and faculty advisors proposed the improvement of academic advising programs.

Discussion of the Findings

In the findings of this study, significant differences between the now being fulfilled and the should be fulfilled categories of student and faculty perceptions in all fifteen advising functions were evident. Only assistance with course registration procedures was not significant for faculty. Faculty may have perceived this advising function in this manner because the teachers' colleges have provided a registration session for students at the beginning of each semester.
These findings are consistent with a study done by Burke (4). However, Burke also found differences between the two categories with respect to other advising functions such as personal references from faculty and information concerning extra curricula opportunities. Thus, one may conclude that advising functions currently provided to students at the six teachers' colleges in Bangkok, Thailand, differ from the advising functions which should be provided to students.

In addition, the distribution of the rank orders of mean scores in the should be fulfilled category were similar when student and faculty perceptions were compared. Both students and faculty perceived the same top function from among fifteen advising functions. Having a person available to discuss personal concerns was ranked first by both faculty and students.

The other four rankings of advising functions perceived by students and faculty advisors were as follows: explanation of college regulations, information about employment, personal references from faculty, and academic advice. Although these four advising functions were not ranked in exactly the same order by students and faculty advisors, they were ranked highly among the fifteen advising functions.
According to Burke (4), the four most important categories of advising functions were vocational and career, academic, administrative, and personal settings (see Appendix D). Therefore, it seems that the most important academic advising needs of students in the six teachers' colleges in Thailand include all four of these categories. This finding is identical to the findings of studies by Biggs, Brodie, and Barnhart (2), and Hornbuckle, Mahoney, and Borgard (11), which suggest that advising functions should be concerned with student-faculty relationships, educational and vocational goals, and special learning opportunities.

However, as two of the five advising needs found in this study center around student personal problems, it should be noted that teacher training students in the six teachers' colleges seem to need more personal advice. The reason may be that there are no professional counselors working in teachers' colleges in Thailand. Faculty advisors have to assist students in personal problems. Even though faculty advisors are not trained as professional counselors, they are the only persons with whom students can discuss personal concerns. This is consistent with the study by Kramer and Gardner (14) which indicates that advising functions include counseling and assisting students as well as dealing with psychological and personal problems.
In addition, another important finding of this study was that assistance in selecting a major was ranked last among the fifteen advising functions. According to the Ministry of Education, the Department of Teacher Education operates thirty-six teachers' colleges in Thailand, including six in Bangkok (6). The Department of Teacher Education controls the numbers of major fields of study of students in order to serve the needs of elementary and secondary schools in the country (7). Most students have already selected majors when they take the college entrance exam. Therefore, assistance in selection of major seems to be less important.

With respect to the comparisons of need rankings by pairs of demographic variables, the five top-ranked functions in this study (a person available to discuss personal concerns, explanation of college regulations, information about employment, personal references from faculty, and academic advice) were ranked highly by both students and faculty. Male and female students and faculty indicated that student advising needs should focus on having a person available to discuss personal concerns and on the explanation of academic regulations. However, male and female students also indicated that they needed information about employment and personal references from faculty.
These findings are consistent with the findings of studies by Brady (3), and Burke (4), which indicate that academic advising needs of students focus on assisting students with career and vocational planning, providing students with academic as well as suggestions for scholastic improvement, and helping students in individual problems.

Among the student age groups in this study, students who were 21 to 29 years of age showed more agreement on the five top-ranked functions mentioned previously than did those in groups over 29 and under 21 years of age. The five top-ranked functions thus seem to be the primary needs for these student age groups. These results are similar to those of Frink (9), which suggest that traditional students need these advising functions.

Furthermore, students in this study who had a GPA between 2.00 to 3.49 showed more agreement on the five top-ranked functions than did those who had a GPA lower than 2.00. The implication is that the five top-ranked functions tend to be the important needs for students who have an above average GPA. Although the senior students ranked personal problems higher than did the junior students, both junior and senior students seemed to agree on these five top-ranked functions. These results are identical to the results of a study by Hardcastle (10), which indicate that expressed needs for academic advising are not differentiated by student classification and GPA.
For faculty advisors in this study, the results showed that faculty advisors who had 21 to 25 advisees agreed on need rankings with those who had more than 25 advisees rather than with those who had under 21 advisees. Mahoney, Borgard, and Hornbuckle (15) found the same thing that faculty advisors with small groups of advisees tended to see advising as less important than did those who had heavy advising loads.

In addition, the findings of this study showed that students and faculty at all colleges agreed highly on their need rankings of student advising needs. This may be due to the fact that all six teachers' colleges are located in the same city and are in the federation of metropolitan area teachers' colleges. The federation was founded to enrich the academic programs and share the resources among those colleges. The six teachers' colleges also have similar missions and goals. Differences in academic advising programs do not exist among the six teachers' colleges. Therefore, it appears that both students and faculty advisors tend to agree on their rankings of student advising needs which should be fulfilled in the federation of metropolitan area teachers' colleges.

The findings of this study also showed that faculty and students tended to agree on their need rankings of the fifteen academic advising functions. The five top-ranked
functions were ranked highly by both faculty and students. The top-ranked advising function was the one emphasizing personal problems. This finding is possibly due to the lack of professional counselors in teachers' colleges. Faculty advisors may therefore need to be trained to be aware of individual concerns.

The top five academic advising functions ranked by faculty and students can be categorized as academic, career and vocational, administrative, and personal settings. They are identical to those in the studies by Stickle (19) and by Kramer, Arrington, and Chynoweth (13). Practically, some of these advising functions should not be the sole responsibility of faculty advisors. Central coordination of these advising functions would provide a unified direction for the advising program in teachers' colleges. The advisor training program might need to include the teaching of advising techniques, a comprehensive review of available resources and information, training for personal concerns, and intensive study in career exploration.

In their optional and open-ended item responses, students and faculty advisors suggested that advising functions should be focused on assisting students with any kinds of problems. However, students felt that they needed some help in personal problems from faculty advisors, while faculty advisors indicated that professional counselors were
necessary for dealing with advisees' personal problems. Both students and faculty advisors suggested that the department or college should have criteria for selecting faculty advisors.

They also suggested that faculty advisors should have time to meet with students, should be specialized in the same major field of study as students, and should teach their advisees. Students felt that they needed advisors who were fair, understandable, open-minded, and willing to help them. These comments are consistent with a study by Wiwitkul (19). She found that students preferred advisors who had good personalities, had good human relations, were responsible, and had experience. Wiwitkul also reported that faculty did not teach all of their advisees, consequently, the faculty advisors were unfamiliar with some of their advisees.

General comments of faculty advisors and students imply that the academic advising programs now in place are not presently meeting student needs. Therefore, improvement of the advising system through advisor training programs seems to be necessary for teachers' colleges in Thailand. The general comments described above are in agreement with the findings of studies by Janpanyasin (12) and by Wiwitkul (19). Both found that advising programs in teacher training institutions did not meet students needs. Advisor training
programs and advising seminars had not been provided for faculty advisors in these studies.

It should be noted that the findings of this study and the general comments from faculty and students reflect upon the advising programs currently utilized in teachers' colleges in Thailand. The results of this study should provide information for modification of the academic advising programs in teachers' colleges in Thailand. In addition, a training program for faculty advisors should result and more appropriate academic advising programs should be developed based on the findings of this study.

Conclusions

Based on the analyses of the data, the following conclusions appear to be warranted:

1. The academic advising programs in the teachers' colleges apparently are not meeting the student needs.

2. It does not seem to be necessary for the teachers' colleges to establish the different advising programs to serve all student needs.

3. Students and faculty seem to agree on advising needs.

4. Faculty and students view needs for assistance with personal problems quite differently.
Implications

Based on the conclusions of this study, the following implications seem to be appropriate:

1. Because the academic advising programs currently utilized in teachers' colleges apparently are not meeting the student needs, the advising programs should be modified for teachers' colleges in Thailand. The programs should be initiated by the federation of metropolitan area teachers' colleges and authorized by the Department of Teacher Education.

2. In order to meet the student advising needs, the priority of advising functions of faculty advisors should center around personal problems as well as vocational and academic settings. Because of the lack of professional counselors in teachers' colleges in Thailand, the special training programs should be conducted for faculty advisors. The scope of advising functions of faculty should be specified by the federation of metropolitan area teachers colleges or by the Department of Teacher Education.

3. General advising programs should be established for all students at both junior and senior levels; however, some specific programs should be provided to meet the needs of younger students. Faculty advisors should be limited to 21 to 25 advisees. If 30 to 35 students have been assigned to one group, two advisors would be appropriate.
4. Workshops or seminars for faculty advisors as well as criteria for selecting advisors should be provided for better academic advising programs in teachers' colleges. The federation of metropolitan area teachers' colleges and the Department of Teacher Education should play a major role in academic advising programs.

Recommendations for Further Research

The findings and discussions of the study lead the researcher to make the following recommendations for further research:

1. Since the academic advising programs currently utilized in teachers' colleges apparently do not seem to be meeting the student needs, further research should be conducted to determine what might be the specific needs in advising programs for teachers' colleges in Thailand.

2. Students' primary advising need seems to be in the area of personal concerns. Research should be conducted to identify and explain the factors which lead students to these particular needs.

3. No attempt was made to determine whether faculty advisors had the necessary knowledge to satisfactorily fulfill the advising functions identified in this study. Research needs to be conducted to measure the knowledge base of faculty advisors and to determine the relationship between advisor knowledge and advising effectiveness. This
research would have implications for advisor training programs. Effort should be made to compare the effectiveness of advisors who experienced a training program with those who were assigned the responsibility without prior training.

4. The demographic variables used in this study were based on the findings of similar studies which indicate that these variables seemed to differentiate responses to the questionnaire items. Further research should be conducted to examine student and faculty perceptions based on demographic variables such as educational level, field of specialization, academic rank, salary for faculty advisors, parental status of advisees, academic background of family, socio-economics status, and place of residence for students.

5. This study identified the academic advising needs of students. Additional research should be conducted to determine how these needs can be best satisfied. Advising programs that utilize faculty advisors, professional counselors, peer advising, and group advising could be compared in this respect. Experimental groups of students might be selected to measure the comparative effectiveness of different delivery systems.

6. The comments in this study reflected dissatisfaction with the academic advising program used in teachers' colleges in Thailand; further research should be conducted
to determine those factors which contribute to satisfactory
and unsatisfactory experiences in academic advising for
students and faculty advisors.
CHAPTER BIBLIOGRAPHY


APPENDIX A

LETTER FOR PERMISSION TO USE QUESTIONNAIRE
Vinich Getkham  
1116 Eagle Dr. # 5  
Denton, TX 76201  
September 9, 1985

Dr. Thomas H. Burke  
Christ School  
Arden, NC 28704

Dear Dr. Burke,

I was a dean of the School of Education, Pranakorn Teachers College, Bangkok, Thailand. At present, I am a doctoral candidate in Higher Education Administration at North Texas State University and currently working on my dissertation. My research topic is "A Study of Student and Faculty Perceptions of the Academic Advising Needs of Students in Teachers Colleges in Bangkok, Thailand."

Therefore, I would like to request to use your Academic Advising Needs Questionnaire, section two, that you developed and used for your dissertation at the Florida State University. It will be translated and reprinted into Thai language in order to use for Thai faculty and students. I would very much appreciate your written permission allowing me to use the Academic Advising Needs Questionnaire. Any further information or suggestions concerning this instrument will will be greatly appreciate.

Sincerely yours,

Vinich Getkham
APPENDIX B

LETTER OF PERMISSION TO USE QUESTIONNAIRE
September 13, 1986

Mr. Vinich Getkham
1116 Eagle Drive #5
Denton, Texas 76201

Dear Mr. Getkham:

Thank you for your letter requesting permission to use the Academic Advising Needs Questionnaire which I developed for my dissertation. Please feel free to use this instrument or any other parts of my dissertation that may be helpful to you.

Good luck in the successful completion of your program of study.

Sincerely,

Thomas H. Burke
APPENDIX C

ACADEMIC ADVISING NEEDS QUESTIONNAIRE
ACADEMIC ADVISING NEEDS QUESTIONNAIRE

Answer to this questionnaire will be held in strict confidence, as the data will be compiled and reported in aggregate form.

SECTION ONE- DEMOGRAPHIC INFORMATION (Student Questionnaire)
Please select and check the appropriate response for each item below.

1. Name of your institution:
   ______ Ban Somdej Chao Phya Teachers College
   ______ Chankasem Teachers College
   ______ Dhonburi Teachers College
   ______ Pranakorn Teachers College
   ______ Suan Dusit Teachers College
   ______ Suan Sunandha Teachers College

2. Sex:
   ______ Male
   ______ Female

3. Age:
   ______ Less than 18 years old
   ______ 18-20 years old
   ______ 21-23 years old
   ______ 24-26 years old
   ______ 27-29 years old
   ______ 30 years old or more

4. Approximate cumulative grade point average
   ______ Lower than 1.50
   ______ 1.51-1.99
   ______ 2.00-2.49
   ______ 2.50-2.99
   ______ 3.00-3.49
   ______ 3.50 or higher

5. Student Classification:
   ______ Junior
   ______ Senior
ACADEMIC ADVISING NEEDS QUESTIONNAIRE

Answer to this questionnaire will be held in strict confidence, as the data will be compiled and reported in aggregate form.

SECTION ONE-DEMOGRAPHIC INFORMATION (Faculty Questionnaire)
Please select and check the appropriate response for each item below.

1. Name of your institution:
   ______ Ban Somdej Chao Phya Teachers College
   ______ Chankasem Teachers College
   ______ Dhonburi Teachers College
   ______ Pranakorn Teachers College
   ______ Suan Dusit Teachers College
   ______ Suan Sunandha Teachers College

2. Sex:
   ______ Male
   ______ Female

3. Age:
   ______ Less than 30 years old
   ______ 31-35 years old
   ______ 36-40 years old
   ______ 41-45 years old
   ______ 46-50 years old
   ______ older than 50 years old

4. Number of advisee assigned to you:
   Less than 10
   ______ 11-15
   ______ 16-20
   ______ 21-25
   ______ 26-30
   ______ 31-35
   ______ 36-40
   ______ More than 40
5. Years of advising experience:
   ______ 1-5 years
   ______ 6-10 years
   ______ 11-15 years
   ______ 16-20 years
   ______ More than 20 years
SECTION TWO-ADVISING FUNCTIONS (Student and Faculty Questionnaires)

For each of the statements listed below, PLEASE CIRCLE the numbers (right and left) that most accurately describe your feeling about:

(1) to what extent a faculty advisors SHOULD FULFILL this function

(2) to what extent this function IS NOW BEING FULFILLED through the academic advising system

EXTENT OF FULFILLMENT

| 0--Not at all | 1--To a very little extent | 2--To some extent | 3--To a great extent |

<table>
<thead>
<tr>
<th>SHOULD BE FULFILLED</th>
<th>ADVISING FUNCTIONS</th>
<th>IS NOW BEING FULFILLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3</td>
<td>1. Assistance in selection of major.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>2. Explanations of college academic regulations and requirements.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>3. Assistance with career/vocational planning.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>4. Availability of a person with whom students can discuss personal concerns.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>5. Assistance with course registration procedures.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>6. Information about employment opportunities in intended field of study.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>
### Extent of Fulfillment

<table>
<thead>
<tr>
<th>Should Be Fulfilled</th>
<th>Advising Functions</th>
<th>Is Now Being Fulfilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3</td>
<td>7. Referral to appropriate sources of information for loans, scholarships, financial aid, or other methods of financing a student's education.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>8. Assistance in finding ways to make college experience more interesting and intellectually stimulating.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>9. Assistance in planning academic program of study.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>10. Assistance in exploring graduate/professional study.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>11. Provision of up-to-date information about other sources of assistance on campus.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>12. Personal references from faculty prospective employers and/or graduate schools.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>13. Assistance in obtaining part-time work experiences which complement career and/or educational goals.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>
**EXTENT OF FULFILLMENT**

0 -- Not at all  
1 -- To a very little extent  
2 -- To some extent  
3 -- To a great extent

<table>
<thead>
<tr>
<th>SHOULD BE FULFILLED</th>
<th>ADVISING FUNCTIONS</th>
<th>IS NOW BEING FULFILLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3</td>
<td>14. Provision of information concerning extra-curricular opportunities at college.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>15. Provision of academic advice and suggestions for scholastic improvement.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>
SECTION THREE--OPTIONAL AND OPEN-ENDED ITEMS (Student and Faculty Questionnaires)

Please make additional comments concerning academic advising program.

Purposes:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Procedures:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Functions of Advisors:

1. Academic:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

2. Vocational/Career:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

3. Personal:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

4. Administrative:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

5. Additional Functions:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Other Comments:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

+-------------------------+
APPENDIX D

ADVISING FUNCTIONS BY CATEGORY TYPE
Advising Functions by Category Type

<table>
<thead>
<tr>
<th>Category Type</th>
<th>Advising Function</th>
</tr>
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<tbody>
<tr>
<td>Academic</td>
<td>Assistance in planning academic program of study.</td>
</tr>
<tr>
<td></td>
<td>Provision of academic advice and suggestions for scholastic improvement.</td>
</tr>
<tr>
<td></td>
<td>Assistance in exploring graduate/professional study.</td>
</tr>
<tr>
<td></td>
<td>Assistance in selection of major.</td>
</tr>
<tr>
<td></td>
<td>Assistance in finding ways to make college experience more interesting and</td>
</tr>
<tr>
<td></td>
<td>intellectually stimulating.</td>
</tr>
<tr>
<td>Vocational/Career</td>
<td>Information about employment opportunities in intended field of study.</td>
</tr>
<tr>
<td></td>
<td>Assistance with career/vocational planning.</td>
</tr>
<tr>
<td></td>
<td>Assistance in obtaining part-time work experiences which complement career and/or</td>
</tr>
<tr>
<td></td>
<td>educational goals.</td>
</tr>
<tr>
<td>Personal</td>
<td>Availability of a person with whom students can discuss personal concerns.</td>
</tr>
<tr>
<td></td>
<td>Personal references from faculty prospective employers and/or graduate schools.</td>
</tr>
</tbody>
</table>
Administrative

Explanations of college academic regulations and requirements.

Provision of up-to-date information about other sources of assistance on campus.

Referral to appropriate sources of information for loans, scholarships, financial aid, or other methods of financing a student's education.

Provision of information concerning extra-curricular opportunities at college.

Assistance with course registration procedures.
APPENDIX E

LETTERS TO THE DEPARTMENT OF TEACHER EDUCATION AND TO
PRESIDENTS OF THAI TEACHERS COLLEGES REQUESTING
PERMISSIONS TO CONDUCT SURVEY
เรื่อง ขอความอนุเคราะห์ท่าทีการวิจัย

เรียน อาจารย์ประจำคณะวิชาครุศาสตร์ วิทยาลัยครู

คุณ กรุณาขอความอนุเคราะห์อาจารย์ประจำคณะวิชาครุศาสตร์ วิทยาลัยครู North Texas State University ทำการให้ข้อมูลเกี่ยวกับผลการวิจัยที่มีเป้าหมายในการวิจัยโดยผลการวิจัยนั้น

ขอความอนุเคราะห์ครู อาจารย์ประจำคณะวิชาครุศาสตร์ วิทยาลัยครู North Texas State University ทำการให้ข้อมูลเกี่ยวกับผลการวิจัยที่มีเป้าหมายในการวิจัยโดยผลการวิจัยนั้น

ขอแสดงความนับถืออย่างสูง

(ชื่อผู้ขอ)

(ลายมือ)

(ชื่อผู้ขอ)
เรื่อง ขออนุญาตเกี่ยวกับการวิจัย

เรียน ผู้อำนวยการวิทยาลัยครู (กลุ่มเกรงห่วง)

ขอร้อง นางขัน นพสุทธิ์ อาจารย์ประจำคณะวิทยาศาสตร์ วิทยาลัยครูกระทรวง
ขณะมีกำหนดจะออกพิจารณาเอกสาร สำหรับการปรับปรุงหลักสูตร สำหรับการปรับปรุงหลักสูตร ของ North Texas State
University ณ ห้องสมุด 2 คณะวิทยาศาสตร์ เรื่อง "การวิจัยของนักศึกษาและอาจารย์
ที่ปรึกษา เกี่ยวกับความสามารถในการให้คำตอบทางวิชาการ ของนักศึกษา วิทยาศาสตร์ครูสูง
นักวิจัย" ที่นี้ เลยจะเป็นแนวทางในการจัดระบบอาจารย์ที่ปรึกษา และโปรแกรมการให้คาปรึกษา
ของวิทยาลัยครู ทั้งนี้ กระทรวงร้องขออนุญาตจากท่าน เพื่อดำเนินการเก็บข้อมูลในวิทยาลัยครู
ของท่าน ของข้อมูลความคุณวุฒิจากท่านเร็ว ๆ นี้ เพื่อดำเนินการเก็บข้อมูลในวิทยาลัยครู
ของท่าน

กระทรวงวิจัยและพัฒนาการขอท่านเป็นอย่างยิ่ง ขอขอบคุณทุกคุณเป็นอย่างสูง

มา อวิชิต

ขอแสดงความนับถืออย่างสูง

ณ วันที่

(ม.ค. 60)
APPENDIX F

ACADEMIC ADVISING NEEDS QUESTIONNAIRE

IN THAI VERSION
เรื่อง  ขอความร่วมมือในการตอบแบบสอบถาม
เรื่อง  นักศึกษาที่มีการติดต่อกิจการที่เรียนอยู่

ก้าวหน้า บุญวิสัย เกศิณี อาจารย์ประจวบศึกษารัฐศาสตร์ วิทยาลัยทฤษฎีการ คณะนิติศาสตร์ มหาวิทยาลัยนอร์ทเท็กซัส รัฐแมสซาชูเซตต์ส ที่วิทยาเขตdenton แคลิฟอร์เนีย ได้รับการเชิญจากคณะกรรมการเรียน "การบริหารงานการศึกษาและพัฒนาที่ปรึกษา" ให้เข้าร่วมโครงการที่มีการให้กับรางวัล "การศึกษาของนักศึกษาในวิทยาลัยศึกษาสุขภาพชุมชน" ที่มี

เพื่อเป็นแนวทางในการจัดระบบการเรียนการสอน และโปรแกรมการให้ค่าปริญญาของวิทยาศาสตร์ ทั้งนี้

จึงโปรดความร่วมมือจากนักศึกษา ช่วยกรุณาแสดงความในการตอบแบบสอบถามที่แนบมา

มหาวิทยาลัยนอร์ทเท็กซัส รัฐแมสซาชูเซตต์ส ที่วิทยาเขตdenton แคลิฟอร์เนีย

ชื่อผู้ยืนยัน

(นายวินิต เกศิณี)

148

Denton, Texas 76201
U.S.A.
แบบสอบถามความต้องการในการให้คำปรึกษา

3 : 3 (1 - 3)

2. (4)

ข้อมูลเกี่ยวกับคู่สอบแบบสอบถาม (นักศึกษา)

คำชี้แจงในการตอบ

แบบสอบถามเหล่านี้เป็นข้อมูลเกี่ยวกับความต้องการให้คำปรึกษา ระดับสุขภาพของนักศึกษา

1. วิทยาลัยที่ทำศึกษาอยู่
   1. วิทยาลัยครุศาสตร์ศิลปศาสตร์
   2. วิทยาลัยวิทยาการชีวภาพ
   3. วิทยาลัยการศึกษา
   4. วิทยาลัยสุขภาพรักษ์
   5. วิทยาลัยศิลปศาสตร์
   6. วิทยาลัยศิลปศาสตร์

2. เพศ
   1. ชาย
   2. หญิง

3. อายุ
   1. 18-19 ปี
   2. 18-20 ปี
   3. 21-22 ปี
   4. 23-24 ปี
   5. 25-26 ปี
   6. 27-29 ปี
   7. 30 ปีขึ้นไป
4. เกณฑ์และระดับค่าเกณฑ์จานกลางบริษัท
   1. ต่ำกว่า 1.50
   2. 1.50 - 1.99
   3. 2.00 - 2.49
   4. 2.50 - 2.99
   5. 3.00 - 3.49
   6. 3.50 ขึ้นไป

6. ระดับขั้น
   1. บัตร 3
   2. บัตร 4

(10) 6. วิชากณ์______________________________ (กรุณาเกณ์)
เริ่ม ขอความอนุเคราะห์ในการตอบแบบสอบถาม
เรียน อาจารย์ประจำวิชาวิทยาศาสตร์และคณิตศาสตร์

คุณสมบูรณ์ หาญวิชิต เกษสี อาจารย์ประจำวิชาวิทยาศาสตร์และคณิตศาสตร์ น.ส. North Texas State University มหาวิทยาลัยธรรมาธิการ ที่ได้รับคำสั่งให้รับอนุญาติจากคณะกรรมการวิทยาศาสตร์ หน้า 4

ในการรับรู้ของนักศึกษาและอาจารย์ที่ปรึกษา

เพื่อเตรียมแนวทางในการจัดระบบการเรียนการสอน สำหรับนักศึกษาที่ต้องการ ที่จะปรับปรุงการจัดระบบการเรียนการสอน และโปรแกรมการให้ค่าปรับปรุงของวิทยาลัยครู คิ่งหนึ่ง

กระบวนการในความอนุเคราะห์จากก่อนนี้อย่างยิ่ง ขณะมองเห็น

ขอแสดงความนับถืออย่างยิ่ง

( นายวิชิต เกษสี )
แบบสอบถามความคิดเห็นในการให้ความรู้

(5) 1. วิทยาลัยที่ท่านสนใจเป็นเจ้าหน้าที่
   1. วิทยาลัยครุภัณฑศาสตร์
   2. วิทยาลัยวิศวกรรมศาสตร์
   3. วิทยาลัยศิลปศาสตร์
   4. วิทยาลัยครุศาสตร์
   5. วิทยาลัยคณิตศาสตร์
   6. วิทยาลัยสิ่งสุนัขนิยม

(6) 2. เพศ
   1. ชาย
   2. หญิง

(7) 3. อายุ
   1. ต่ำกว่า 30 ปี
   2. 31 - 35 ปี
   3. 36 - 40 ปี
   4. 41 - 45 ปี
   5. 46 - 50 ปี
   6. 51 ปีขึ้นไป
(8) 4. จำนวนนักศึกษาในหน่วยบัณฑิตศึกษาที่สำเร็จการศึกษา
   1. ต่ำกว่า 10 คน
   2. 11 - 15 คน
   3. 16 - 20 คน
   4. 21 - 25 คน
   5. 26 - 30 คน
   6. 31 - 35 คน
   7. 36 - 40 คน
   8. 41 คน ขึ้นไป

(9) 6. จำนวนนักศึกษาในหน่วยที่อยู่ในระดับปริญญา
   1. 1 - 5 ปี
   2. 6 - 10 ปี
   3. 11 - 15 ปี
   4. 16 - 20 ปี
   5. 21 ปี ขึ้นไป

(10)
ท้ายที่สอง

(แบบสอบถามถ้านักศึกษา และอาจารย์ที่ปรึกษา)

คำแนะนำในการตอบแบบสอบถาม

แบบสอบถามคนที่สองนี้ เป็นเรื่องเกี่ยวกับหน้าที่อาจารย์ที่ปรึกษาที่เกี่ยวกับ แสดงความรู้ ที่สำคัญ 16 ประการ ให้ค่าน จดจำและสื่อสาร ได้ในแต่ละวิทยาการที่สำคัญที่ทำให้นักเรียน และ ค้นพบข้อมูลข้อมูล ที่ทำให้นักเรียนรู้ประสบการณ์และความรู้สึกของทุกวงความกับหน้าที่ของการที่
ที่ปรึกษาในการให้คำปรึกษา ได้ทั้งหมดเกี่ยวกับประเด็น 2 กลุ่ม คือ

1. หน้าที่ระยะยาวที่ปรึกษา ที่ยังอยู่ในจุดยุติ (ทัศนะผู้เรียน)
2. หน้าที่ระยะยาวที่ปรึกษา ที่ควรรู้ (ทัศนะคนช่วยเหลือ)

การพิจารณาทั้งความหมายในการปฏิบัติหน้าที่ของอาจารย์ที่ปรึกษาที่ยังอยู่ในจุดยุติ และทัศนะ
นักเรียนให้ทันท่วงที ระหว่าง 0-3 ดังนี้

0 - หมายความว่าอาจารย์ที่ปรึกษาไม่ให้หัวหน้าที่เห็น หรือ ไม่ควรให้หัวหน้าที่เห็นเลย
1 - หมายความว่าอาจารย์ที่ปรึกษา ที่หัวหน้าที่เห็นชอบที่สุด หรือ ควรให้หัวหน้าที่เห็นให้น้อยที่สุด
2 - หมายความว่าอาจารย์ที่ปรึกษา ที่หัวหน้าที่เห็นเป็นครั้งคราว หรือ ควรให้หัวหน้าที่เห็นบาง
เป็นครั้งคราว (ไม่ควรมีมากกว่าระดับ 1)
3 - หมายความว่าอาจารย์ที่ปรึกษา ที่หัวหน้าที่เห็นมากที่สุด หรือ ควรให้หัวหน้าที่เห็นมากที่สุด
(ความถี่มากกว่าระดับ 2)

ท้ายนี้

<table>
<thead>
<tr>
<th>ระดับที่ควรทำ</th>
<th>หน้าที่ระยะยาวที่ปรึกษา</th>
<th>ระดับที่เห็นใจน้อยจุดยุติ</th>
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| 0 2 3 | ชื่อ 00 | เลขพัฒนาดีมากเป็นกลุ่มยอดแยง

ตัวอย่าง

<table>
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<th>หน้าที่ระยะยาวที่ปรึกษา</th>
<th>ระดับที่เห็นใจน้อยจุดยุติ</th>
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</tr>
</tbody>
</table>
| 0 2 3 | ชื่อ 00 | เลขพัฒนาดีมากเป็นกลุ่มยอดแยง

ตัวอย่าง
ข้อ 0 หมายความว่าคู่ข้อเสนอแนะที่เป็นอยู่ในบัตรพินิจ อาจารย์ที่ปรึกษาที่หน้าที่ในการรับฟังความ
กังวลของนักศึกษาในทุกๆกรณี จึงวางแผนเฉพาะ 0 (ทั้งหมดข่าวเสีย) และเห็นว่าควรทำ
หน้าที่รับฟังความกังวลของนักศึกษาทุกๆกรณีให้มากที่สุด จึงวางแผนเฉพาะ 3 (ทั้งหมด
ข่าวเสีย)

ข้อ 00 หมายความว่าคู่ข้อเสนอแนะว่าอาจารย์ที่ปรึกษาควรทำหน้านิสิตในกลุ่ม นอกเวลาเรียนเป็น
ครั้งคราว และยังจับจุดอาจารย์ที่ปรึกษาที่นักศึกษาต้องการสนับสนุน เกณฑ์ตาม
เลข 2 ที่เกี่ยวกับรายละเอียด

ค่อยเป็นจิตเนียนที่สำคัญของอาจารย์ที่ปรึกษา 15 ประการ โปรดสอบถามด้วยข้อมูลด้านที่หนังสือ
ข้อแนะนำว่า

<table>
<thead>
<tr>
<th>รหัสโครงการที่</th>
<th>หน้าที่ของอาจารย์ที่ปรึกษา</th>
<th>กระดาษที่อยู่ในบัตรพินิจ</th>
</tr>
</thead>
<tbody>
<tr>
<td>(11) 0 1 2 3</td>
<td>1. ช่วยเหลือนักศึกษาในการทำกิจวัตรปกติ</td>
<td>0 1 2 3</td>
</tr>
<tr>
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<td>2. .OrderByระเบียบและหลักเกณฑ์เกี่ยวกับวิชาเรียน</td>
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<td>(13) 0 1 2 3</td>
<td>3. ช่วยเหลือนักศึกษาในการวางแผนวันหยุด</td>
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<tr>
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<td>4. วางแผนแล้วมอบผู้นักศึกษา ในการให้ก้าว</td>
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<td>(15) 0 1 2 3</td>
<td>5. ช่วยเหลือนักศึกษา เรื่องวิชาการต่างระดับวิชา</td>
<td>0 1 2 3</td>
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<td>6. ให้ข้อมูลเกี่ยวกับโอกาสทางงานฝ่าย ในสาขาวิชา</td>
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<td>7. แนะแนวการศึกษาไปต่อในระดับหรือ ร้านเงิน</td>
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<td>ระดับกีฬา</td>
<td>หน้าที่ของอาจารย์ที่ปรึกษา</td>
<td>ระดับที่ทำอยู่ในเนื้อหนังสือ</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
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<td>8. ช่วยเหลือนักศึกษาในทุกๆ ด้านเพื่อเน้นการ เพ็นพุนความรู้และประสบการณ์ ทางวิชาการ</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>9. ช่วยเหลือนักศึกษาในการวางแผนการเรียน</td>
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</tr>
<tr>
<td>0 1 2 3</td>
<td>10. ช่วยเหลือนักศึกษาในการส่งตรวจรหัส ในการศึกษาต่อนักศึกษาที่ส่งเสริมปริญญาตรี หรือ ระดับก่อนรุ่นไป</td>
<td>0 1 2 3</td>
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<tr>
<td>0 1 2 3</td>
<td>11. จัดหาข้อมูลที่ต้องการ เลยว่าเหตุผลรวมเหลือ ต่างๆ ภายในวิทยาลัยแก่นักศึกษา</td>
<td>0 1 2 3</td>
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<td>0 1 2 3</td>
<td>12. วางกำหนดที่ปรึกษาที่เหมาะสม ที่จะช่วย นักศึกษาต้านการทรงงานทำ และ/หรือการ ศึกษาต่อในระดับก่อนรุ่นไป</td>
<td>0 1 2 3</td>
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<tr>
<td>0 1 2 3</td>
<td>13. ช่วยเหลือนักศึกษาให้เน้นการให้กิจกรรม ยอดความรู้ (ทั้งที่ไม่รับกิจกรรม ไม่ได้ รับกิจกรรม) เพื่อเพิ่มพูนประสบการณ์ทาง อาชีพและทางการศึกษา</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>0 1 2 3</td>
<td>14. ให้ข้อมูลเกี่ยวกับการร่วมกิจกรรม เทศกาลต่าง ของนักศึกษา</td>
<td>0 1 2 3</td>
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<td>0 1 2 3</td>
<td>15. จัดให้สถานที่เวลาไม่เหมาะสม ให้รับผลกระทบ และกิจกรรม เพื่อแบ่งการรับประทานอาหาร การทรงนักศึกษา</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>
คำอธิบายในการตอบ ภายหลังจากผ่านการสอนตามบทที่สองแล้ว ท่านก็จะทราบว่าความเกี่ยวกับความคิดเห็น และรีสนองแบบของท่านเกี่ยวกับการจัดระบบจราจรที่ปรึกษาใน วิจัยที่เกิดขึ้นจากท่านอย่างไรบ้าง หรือท่านมีความคิดเห็นอื่นใดเกี่ยวกับหน้าที่เฉพาะ ที่ผู้ปรึกษา โปรดเรียนแสดงความคิดเห็นในชั่วโมงต่างๆ ต่อไปตามความเหมาะสม

ยุทธศาสตร์ในการจัดระบบจราจรที่ปรึกษา:
(28-27)
(25-23)
(30-31)

กระบวนการทำงานในการจัดการจราจรที่ปรึกษา:
(32-33)
(34-35)
(36-37)

หน้าที่ของอาจารย์ที่ปรึกษาที่สำคัญ:
1. การให้คำปรึกษาทางคณิตศาสตร์
(38-39)
(40-41)
(42-43)

2. การให้คำปรึกษาทางวิทยาศาสตร์
(44-45)
(46-47)
(48-49)

3. การให้คำปรึกษาทางสุนทรภู่
(50-51)
(52-53)
(54-55)
4. หน้าที่เกี่ยวกับระบบบริการของวิทยาลัย

<table>
<thead>
<tr>
<th>หน้าแรก</th>
<th>หน้าสุดท้าย</th>
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<tr>
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<td>(69-97)</td>
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<tr>
<td>(58-60)</td>
<td>(63-91)</td>
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5. หน้าที่กำหนด (อธิบาย)

<table>
<thead>
<tr>
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<th>หน้าสุดท้าย</th>
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<tbody>
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<td>(68-71)</td>
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<td>(69-72)</td>
<td>(73-74)</td>
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</tbody>
</table>

ความคิดเห็นทั่วไปเกี่ยวกับอาจารย์ที่ปรึกษา

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<thead>
<tr>
<th>หน้าแรก</th>
<th>หน้าสุดท้าย</th>
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<td>(70-71)</td>
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<td>(72-73)</td>
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(ขอขอบคุณให้ความร่วมมือของท่าน)
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